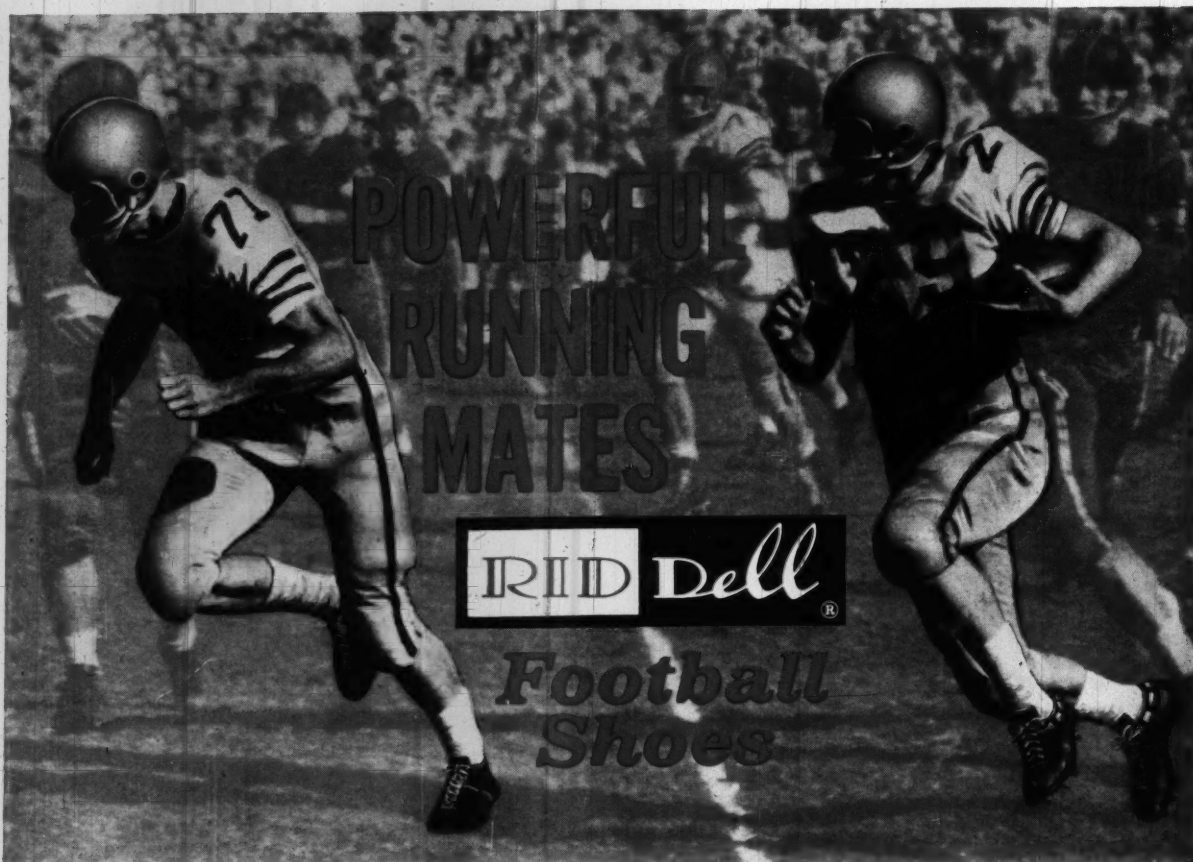


# SCHOLASTIC COACH

SEPTEMBER 1961 • 35¢





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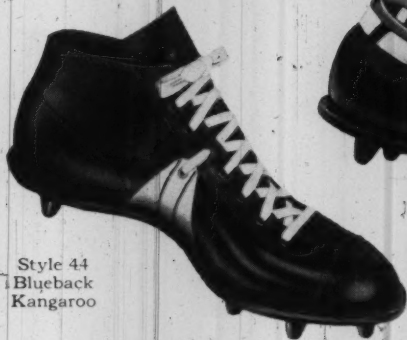
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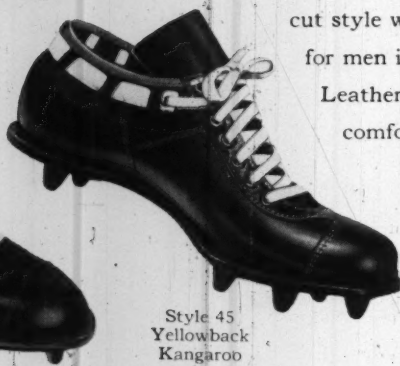
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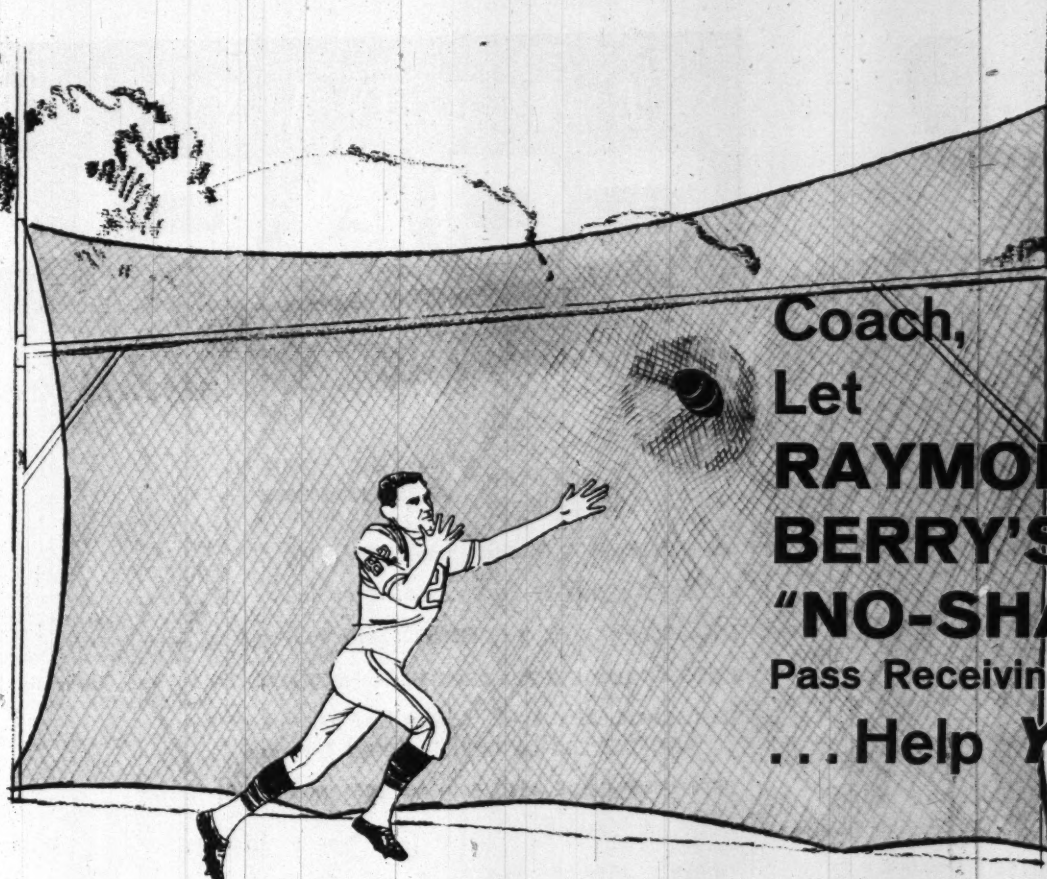


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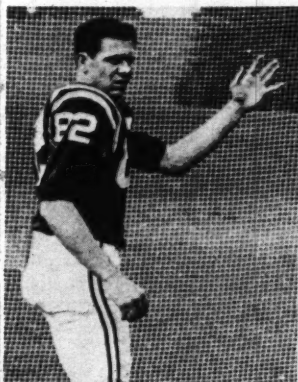




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# SCHOLASTIC COACH

Reg. U. S. Pat. Off.

VOLUME 31 • NUMBER 1 • SEPTEMBER 1961

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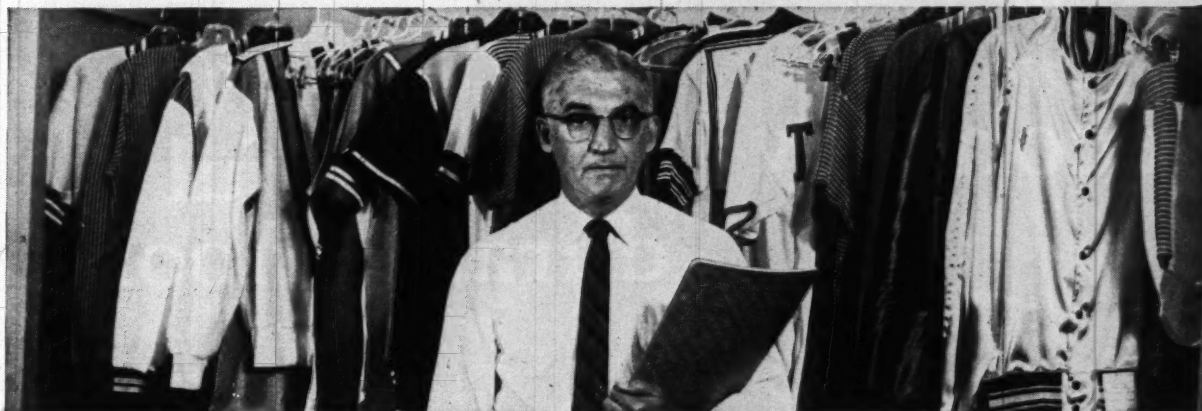


A Special Report to Athletic Directors, Coaches and Trainers . . .

## "Again in 1961 we've designed striking new knits, new patterns to add more color to basketball"

John Roan

RAWLINGS' CHIEF CLOTHING DESIGNER



Fit, design and color are your chief points of interest in basketball uniforms, and we give particular attention to these areas. I wish you could see these sample uniforms in full color. Perhaps even in black and white you can distinguish the striking designs. They're all new for 1961.

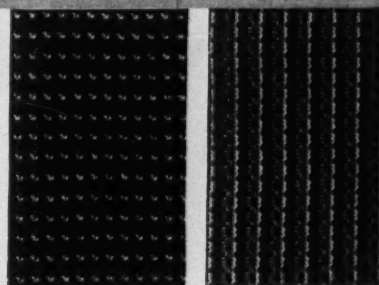
We try to give our uniforms a *spirited* look, always keeping the design in good taste. We also show here a few warm-up and award jackets from our fine selection for 1961. But despite the emphasis on patterns and colors in basketball uniforms, we believe fit and comfort are just as important.



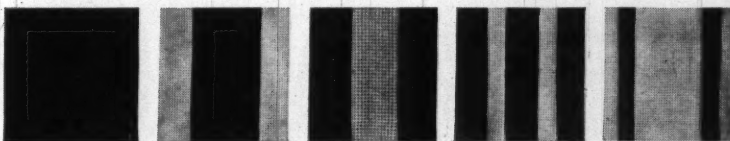
The key to comfort and good looks in a basketball shirt is the way the openings for the neck and arms are styled. We design these areas so the shirt fits snug without being too tight. The shirt never interferes with free movement of arms and shoulders. The quality of materials used in the shirt keeps these areas from sagging or looking sloppy.



We are especially careful in our design of the pants. We allow ample size, yet maintain a sleek, trim appearance. Good fit relieves players of discomfort and worry about restricted movement or appearance. Good fit is certainly a plus that every basketball player deserves. Whatever the pants style, you can count on a perfect fit from Rawlings.



This year we have developed two unique, colorful knits. We call them V-Knit (above left) and Ivy-Knit (right). V-Knit is available in all standard athletic colors or any two color combinations. The Ivy-Knit pattern is a combination of three colors. For example, a basic scarlet background with royal blue and white woven into the patterns. Ivy-Knit is available in nine different color combinations. It's a new, distinctively different material—and it's exclusive with Rawlings.



This year again, we are offering one-piece knit trim in five individual patterns and in all standard athletic colors. The illustration above shows you the various patterns. Color mixtures within these patterns offers practically unlimited variety. We invite you to have your Rawlings representative show you samples of the many striking new materials available in Rawlings basketball uniforms and warm-up and award jackets for 1961. As always, Rawlings uniforms are expertly Team-Tailored.



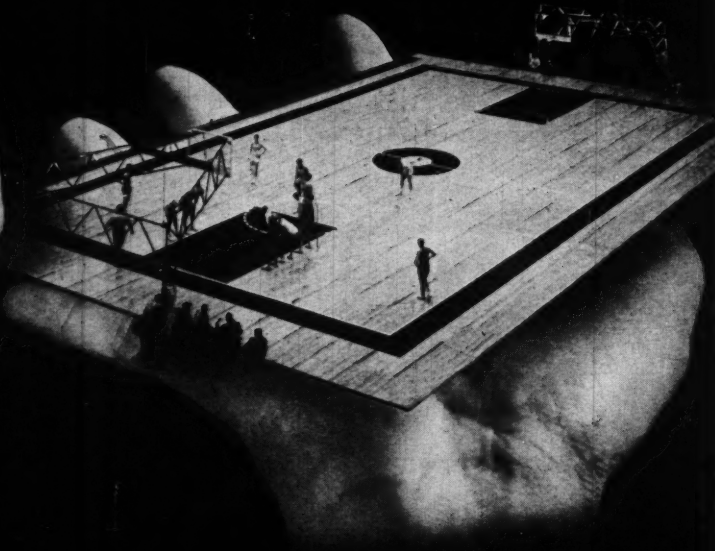
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BRANCHES AND WAREHOUSES IN PRINCIPAL CITIES

# A football coach tees off

**T**HOUGH I'm beginning my 17th year as a high school coach, this is the first time I've written a letter of this kind. I write it now because I'd like to establish a vital point or two before the football season begins.

I've had a lot of teams—some were outstanding, some not. Two won state championships. One never won a game. But they all had one thing in common—they were made up of pretty good kids.

During football season, those kids practice and drill and scrimmage in hot weather, cold weather, in dust, and in rain. They get knocked down often, they get hurt a little sometimes, sometimes they get bawled out, and sometimes they lose. But the good ones never quit. Even when the cause seems hopeless they go on—wet, dirty, kicked around, weary—but they go on.

And they deserve the praise and never the raucous condemnations of anyone worthy of the name of fan.

So does a coach, by the way—and that is part of my point.

I'm a coach. How good? Well, in years when I've had great teams I've been voted a wizard. In bad years I've been voted a bum.

I guess I knew just about the same amount of football in the bad years as in the good ones.

I didn't get into coaching because I wanted to get rich. I left an advertising agency at a big cut in salary. But that was all right, because I like to coach and I didn't like the agency.

I begin my teaching day at 8:30 in the morning, and I get home from football practice at 7:30 in the evening. On game nights I go to the game. On scouting nights, I go to other team's games.

On other nights I sit up until midnight or later trying to figure out which plays to develop and which ones to drop—which ball players to push and which ones to pull—and how.

It's a long work day—and not es-

pecially an easy one—but I like it. I work at it hard, and that's the way it should be because my kids work hard, too.

But frankly, I'm fed up now—and have been for some time—with that breed of loud mouth who doesn't work at it at all—who wouldn't stand in the mud at a rainy practice for five minutes—but who has plenty to say and always says it with the volume turned on all the way.

He lays into the boys—or me—or both. He isn't really interested in the team. He's rooting for himself. He wants to seem smarter than the coach. Maybe he is, too. Anybody is smarter with the second guess. Even a coach can second guess himself—in fact, all do. But for the coach, the second one doesn't count.

For example, when a pass is intercepted few coaches need the strategist in the third row to tell them they'd have been better off if it had not been thrown. But this bright kind of lad will tell them anyhow—very loudly—not because it will help the team—the damage is done—but because it makes bright boy seem brighter still.

As far as that kind of fan goes, I've had it up to here. I think most other coaches feel the same way. I'm saying it.

**S**EVERAL years ago Marty Crowe, football and basketball coach at Pacelli H. S. in Austin, Minn., wrote a simple, hard-hitting letter that created quite a stir after it appeared in the "Austin Herald" and then was reprinted in the "Minneapolis Star." Though Marty moved on to Catholic Central H. S. in Marinette, Wis., two years later, everything in his letter is still highly pertinent to coaches everywhere, and we feel sure you'll append a fervent amen after reading it.

This afternoon one of my players came to see me. He was almost in tears. He had a problem a good deal more serious than how to gain three yards off left tackle. I didn't know the solution to his problem. I don't think the curbstone quarterbacks would have known it either.

But the point is that the boy came to me as many others have—and as they've come to coaches and teachers throughout the land. He came to me for help, and it's my job to try to help him and I shall try.

That's the best part of my job—although by far the hardest.

Any coach worthy of his position is called upon to try to guide his boys toward manhood. It isn't easy and it never was easy—but many of the answers come harder right now than they ever did.

The point is that it's a good deal more important for the coach to guess right on this kind of thing than on a matter of whether to pass or punt. The loud ones can argue the point if they want to, but they can't change it.

Any coach can do that part of his job best when he has the respect of his boys; and he can keep the respect of his boys best when he isn't assailed with the kind of bombast which tries to picture him as a simpleton or a fool.

We open our football season tonight and I hope a large number of the good people of Austin come out to the game because we have, once again, a mighty fine group of boys who've worked hard getting ready.

My boys will try to win. So will I. We may do it. But if we don't I wish the wise ones would stay out of what hair I have left.

My main job is still to try to make decent men out of good boys—in a world where that outcome is by no means guaranteed.

I'd like the chance to get at it.



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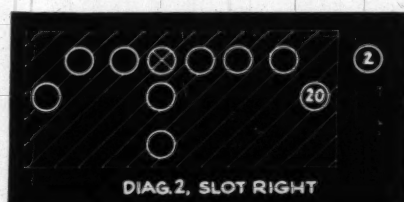
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# RUTGERS' FLYING T

## from a Double-Wing Core



By **DR. JOHN BATEMAN**  
HEAD COACH

**"T**HERE'S nothing new in football" is an aphorism we firmly believe in. It applies to everything, including the "new" Rutgers Flying T. Our neoteric offense represents an amalgam of our own ideas mixed freely with the creations of others.

Having had an extensive defensive background, we've learned that certain formations or "sets" have flourished due to the excellent exploitation of definite bread-and-butter plays. It's equally true that whenever a particular offensive set is used just by itself, it affords the defense certain valid keys with which to stop the best plays.

In developing the Rutgers Flying T, we attempted to void this danger. Our formation permits us to utilize the best offensive sets and plays in modern football through simple movement of backs (flying) and the diverse deployment of our wide end. Our philosophy is to create as many defensive problems as possible and still run an offense that possesses power, deception, and simplicity.

By using the double wing set, the unbalanced line, and the strong-side end flanked wide, we think we can accomplish our goal while retaining real simplicity in our rule blocking against changing defenses.

In operating from our double-wing core (shaded area in **Diag. 1**), we can, with a flying halfback, sweep off either corner, run effective off-tackle power plays with double-teams to either side, and at the same time run a complete series of internal traps. The double-wing

core also permits us to operate a complete double-wing offense.

All the aforementioned ideas plus the quarterback roll-outs and boot-legs coupled with counters, scissors, double reverses, draws, and screens, comprise the total striking force of the Rutgers Flying T.

By flying with either halfback, we can put the ball into play from almost any desired set—double wing peel right, peel left, strong right, strong left, winged T right or left, etc.

By strategically deploying our wide end (#2) in any of the positions indicated in **Diag. 1**, we create varied defensive problems without creating exceptions in our offensive rules. The quarterback's signal, "Close Right," to our wide end forms our Slot Right formation (**Diag. 2**). Similarly, "Close Left" forms our Slot Left (**Diag. 3**); while "R. E. O." has our wide end moving to his wide position on the left (**Diag. 4**), creating strength to the left and the wide end problem for the defense in that area.

We're also able to create the tackle-eligible problem for the defense by dropping our wide end back and our #40 man up on the scrimmage line (**Diag. 5**).

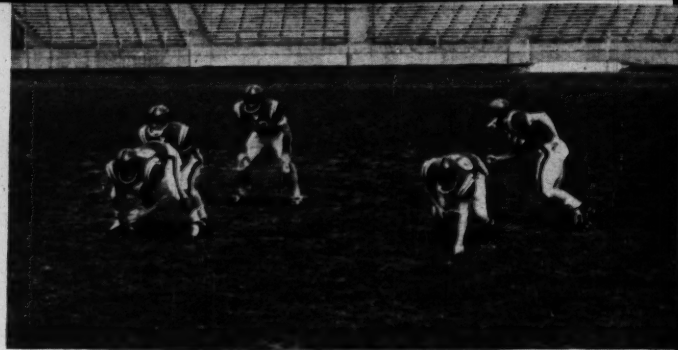
We never swing our core to a left formation. Whatever strength we need to the left, we hope to obtain by the deployment of our wide end (to the left) and the fly position of our wingback. What with all the multiplicity in modern defenses, we never change the alignment of the offensive core (shaded area in **Diag. 1**) nor do we discon-

cert the members of this group with any exceptions or changes in our blocking rules.

The Sweep and Trap Series give us the power and deception of the Single Wing, while the Fullback Belly Series (outside and inside) and the Power Series gives us all the quick-hitting and versatility of the T. Everything stems from *one* initial set and *one* quarterback movement from the ball. We hope this prevents the defense from reading us 100% on our first movement after the snap.

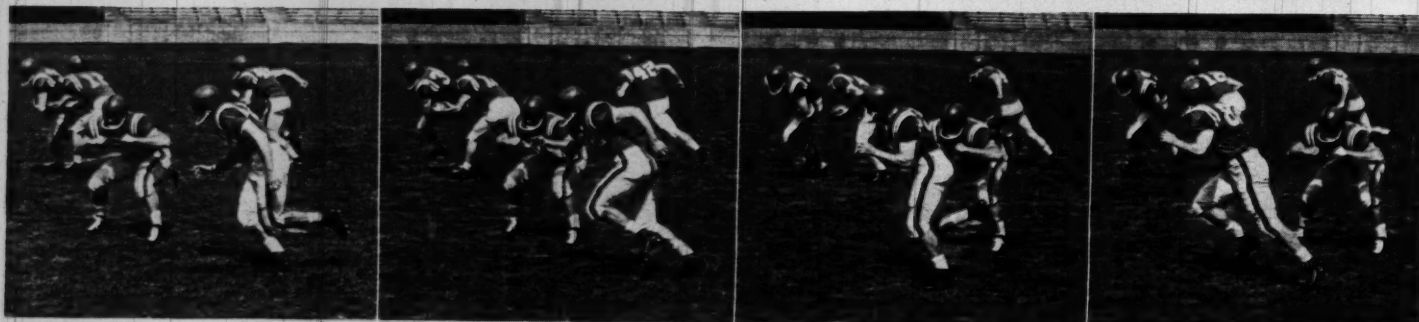
Without theorizing or philosophizing any further, let's get directly to the meat of the Rutgers Flying T.

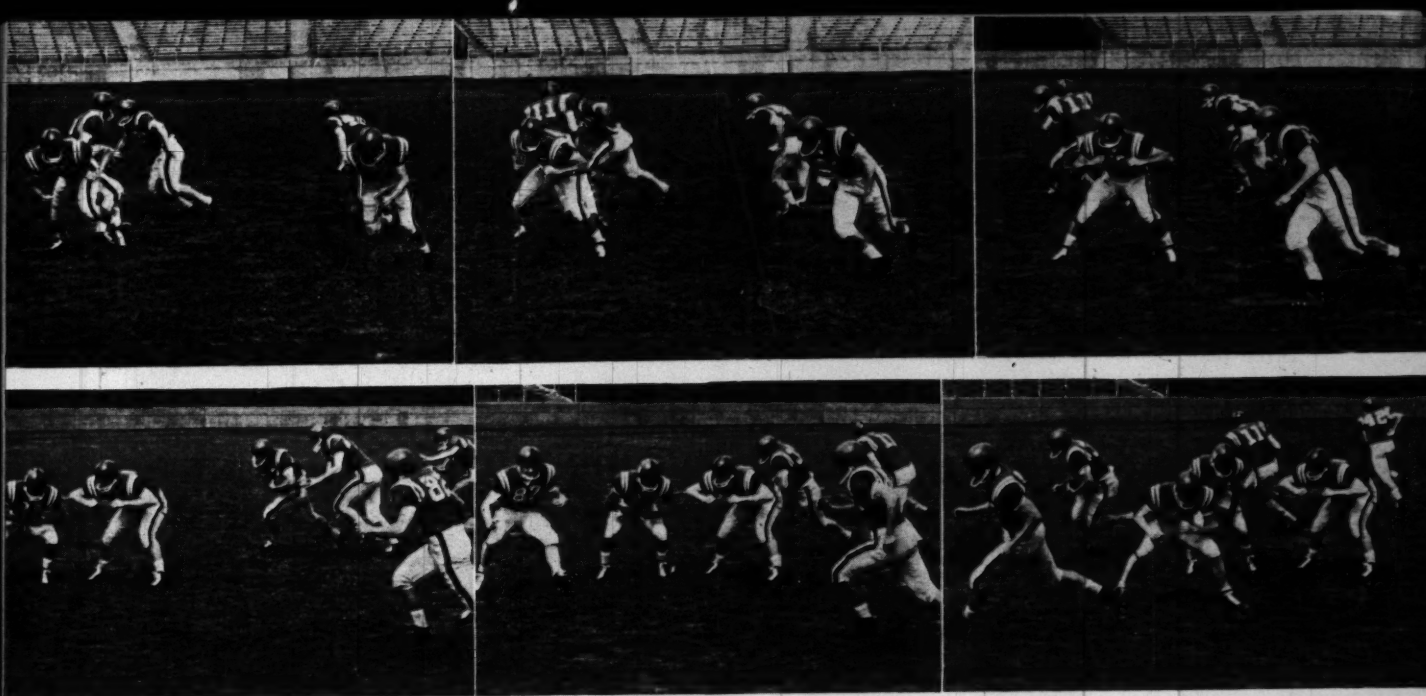
When we break our huddle, the right end goes immediately to his wide position, the linemen assume three-point stances with spacings as indicated in **Diag. 1**, and the quarterback moves under the ball. The three backs line up, hands on knees, in a solid T.



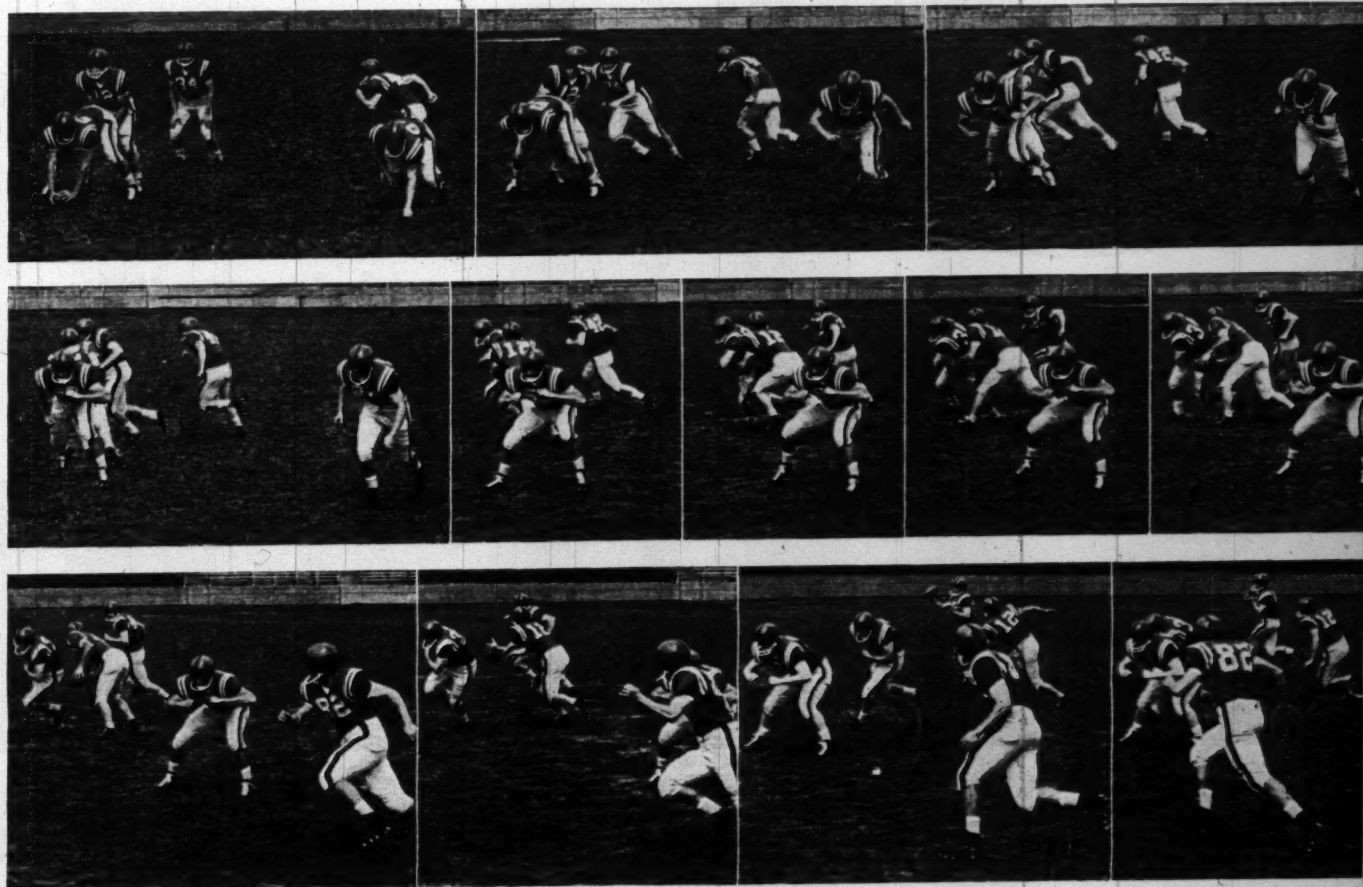
## 233 TRAP (See page 74)

## 241 TRAP KEEP (See page 76)





## 241 PITCH





On the command, "Set," the halfbacks (#20 and #40) assume three-point positions as wingbacks. Since we expect them to double-team and to hook men over them, they face squarely downfield with some weight on their hands. This is no hindrance for flying, since the fly man has the time factor in his favor. He merely rocks back, spins in position, gets his depth, and starts on his course, timing himself so that he's at the designated spot and moving parallel to the scrimmage line at top speed when the ball is snapped.

The right end (#2) takes a two-point stance and may vary his position from 8 to 15 yards from his

#3 man. If the QB says "Close," he assumes a three-point stance just outside his wingback, #20 (Diag. 2).

Offensive holes or "points of attack" are over the man, except for the #1 and #9 holes, which are wide to the right and/or left, respectively.

Our backs take double numbers—RHB #20, FB #30, and LHB #40; and our backfield maneuvers fall into the 100 (Diag. 6), 200 (Diag. 7), 600 (Diag. 8), and 500 (Diag. 9) series. Since we employ four types of blocking—sweep, trap, lane, and power—it's necessary for our QB to name the block in his initial signal call.

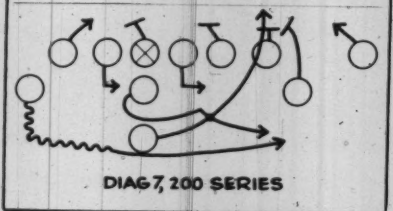
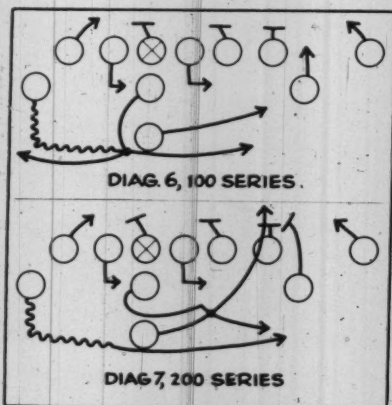
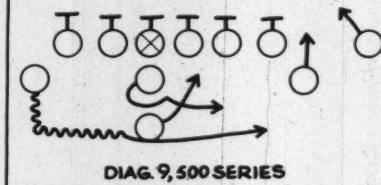
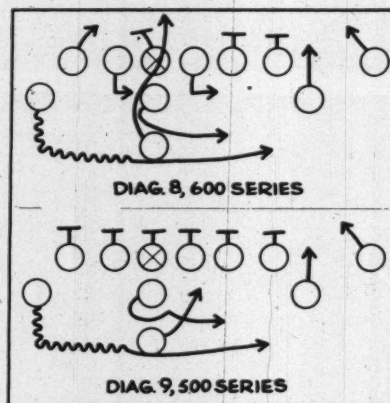
Plays are called as follows:

"141 Sweep" means we're using the 100 series, the #40 back (LBH) is the ball-carrier, and we're attacking the #1 hole with sweep blocking.

"233 Trap" indicates we're using the 200 series (outside belly), the #30 back (FB) is the ball-carrier, and the point of attack is the #3 hole and with trap blocking.

"544 Power" means we're using the 500 series and the #40 back (LHB) is carrying the ball in the #4 hole with power blocking.

No matter what series or set is called, our line is concerned only with the last number called, which determines the point of attack, and the word sweep, trap, lane, or



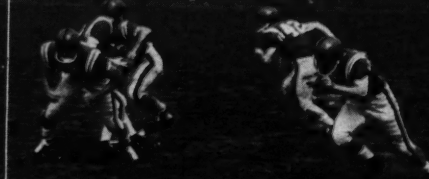
power, which indicates the type of block used.

The Sweep Series permits us to attack either corner effectively, whether the defense is rotated or non-rotated. If the rotation is to the wide end side, we're still able to attack that area because our wide end outflanks the rotated corner man. Also, the quarterback's automatic call enables us to attack the corner away from rotation. When the defense keys and rotates with our fly back, the bootleg and double reverse are strong counter plays from this series.

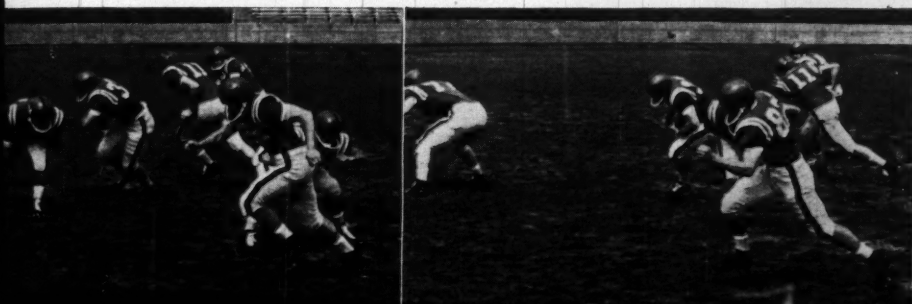
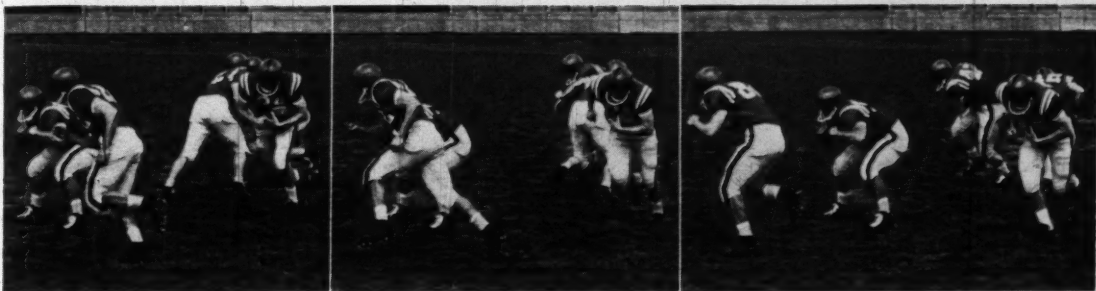
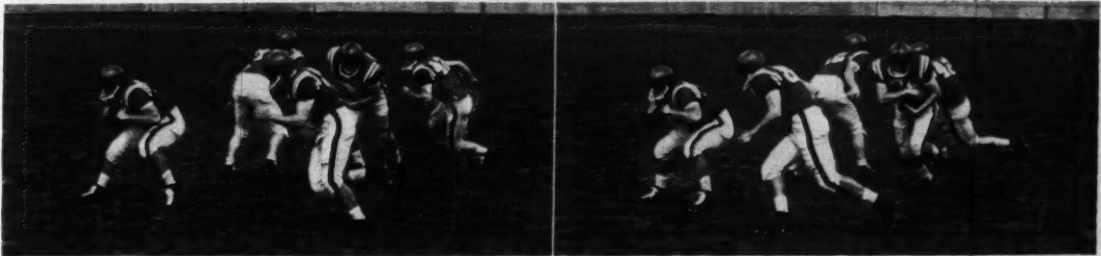
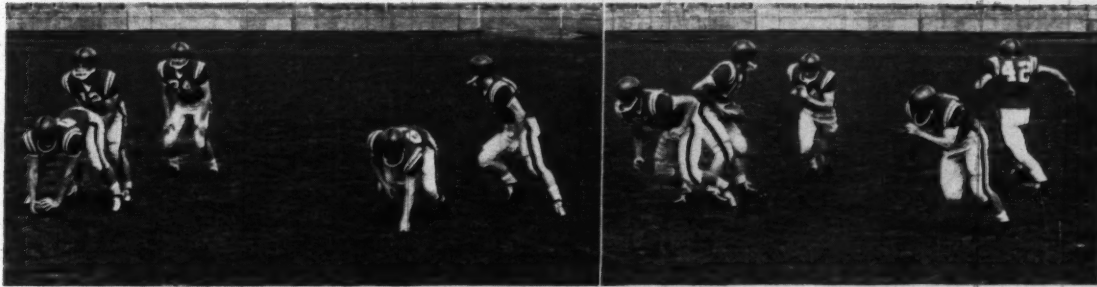
Turn to pages 70-82

for analysis of Rutgers' plays

## 234 POWER



# 636 TRAP (See page 79)





By PETE DYER, Coach, Dobbs Ferry (N. Y.) High School

## Quarterbacking

**D**OBBS FERRY has employed the Lonely End Offense the past two seasons with good success. Yet many problems created by the defense have plagued us during this period of time.

The biggest thorn in our side has been the constant wonderment as to just how the defense would play us in the next ball game. When Ward Jones, our fine scout, would return from scouting our next scheduled opponent and tell us that they utilized a 5-4-2 or a 5-3-2-1 or a 6-1-Umbrella against a conventional balanced-line team, it didn't indicate what we would see the following Saturday.

It was impossible to pre-determine just how the opponents' basic defensive alignment would be adjusted to meet our lonely end alignment and attack. In many cases, our opponents would completely abandon their basic defensive alignment in favor of a special "situation defense." As a result, we went into each game feeling a bit uncomfortable as to what kind of defensive alignment the opponents would throw at us.

This posed a big problem to our general offensive game planning until we hit upon several workable principles and rules for our quarterback.

Our specific offensive game plan will vary from one Saturday to the next, according to the strengths and weaknesses of a given foe. Our general offensive game plan, however, remains quite constant. First, we ask our quarterback to check the coverage on the lonely end. If "lonely" is covered by one man who's less than seven yards from the end, we want our quarterback to start throwing deep *right now*.

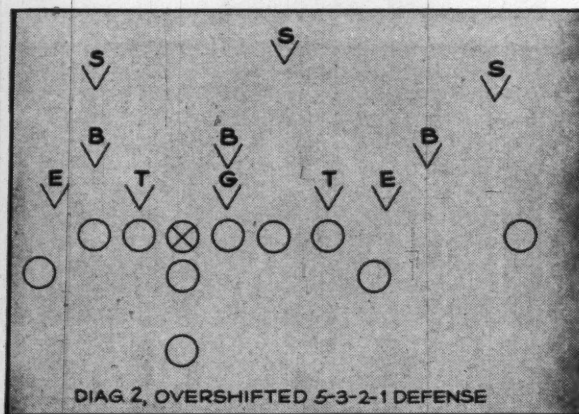
If that one man is seven yards or more from our lonely end, we want to hit our segregated end on his short routes *right now*. If our lonely end is adequately covered with a man and a half coverage, we simply forget that "lonely" is on our ball club, for we're out-

numbered out there. We now concentrate on the short-side passing game and the running game.

Secondly, we tell our quarterback that he must determine the total deep coverage of the defense. If the opponent has committed but two men to deep coverage (**Diag. 1**), we instruct our quarterback to pass 90% of the time and run 10% of the time.

If the opponent has committed three men to deep coverage, we tell our signal-caller to pass 40% of the time and run 60% of the time. If the defense commits four men to deep coverage, we ask our quarterback to run them to death—pass 10% of the time and run 90% of the time. Whether we decide to run-you or pass-you, the next step is to find out if the opponents are overshifted or undershifted to our long side.

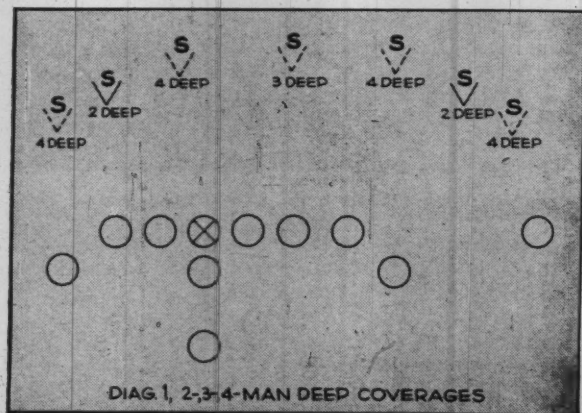
To determine this, we have our quarterback check the corners to each side of our line. If there are less than two defenders outside our short side end and two or more outside our outside tackle to the long side, we know that the defense is overshifted to our strength (**Diag. 2**).



If there are two or more defenders outside of our short side end and less than two defenders outside of our outside tackle to the strong side, we then know that the defense is undershifted to stop us on the short side (**Diag. 3**).

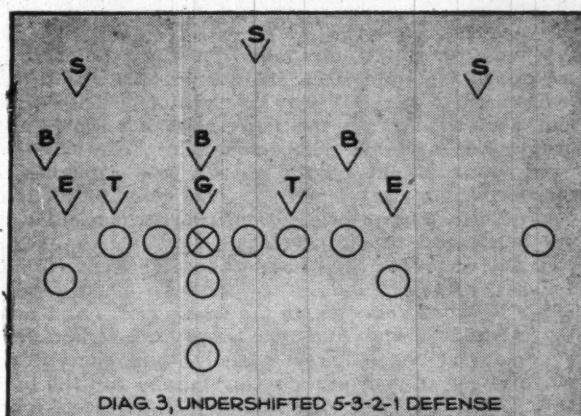
In these two extreme cases (undershifted or overshifted basic defense), we go to the outside quickly with a power sweep to the exposed side. Our passing game is also accentuated to the same exposed side, regardless of our field position.

Although these undershifted and overshifted basic defenses were just what we were combating in early 1959, we soon found we were running into the situation

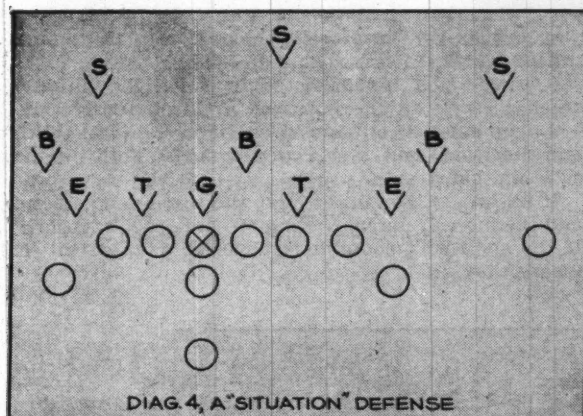




# the Lonely End Offense



defense more often, since it gave the defense better protection against us to both corner areas. Our quarterback would often see an "overshifted look" to the long side and an "undershifted look" to the short side. This told us right away that the defense was neither undershifted nor overshifted but in a situation defense. (Diag. 4).

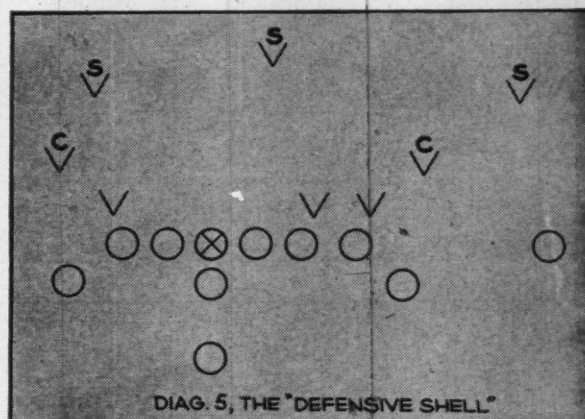


Several coaches have told me how fascinated they are with the Dobbs Ferry offense, but they dismiss any chance of changing to it themselves with words to this effect: "I cannot see any sense teaching an offense that makes it impossible to practice against the defense we'll meet on Saturday."

As I've stated this was a big thorn in our side at first, but we soon found ourselves looking forward to

the coming opponents' defenses with a challenging interest rather than uncomfortable anticipation. What brought about this renewed confidence in our quarterbacking strategy was the creation of the defensive shell.

By charting the situation defenses of our 1959 opponents and by getting some fine ideas from Ben Martin, Air Force Academy coach, on necessary defensive positions against the 'lonely end attack, we were able to create a defensive shell to practice against throughout the 1960 season (Diag. 5).



This defensive shell approximates most all of the situation defenses we met in late 1959 and in 1960. The defensive shell has held up extremely well for us, letting us almost always be sure of where 8 of the 11 defensive men will be playing.

We've come to feel that an opponent cannot adequately defend against us unless they deploy defensive men in the manner of the defensive shell: 3 safeties committed to deep pass coverage; outside leverage on both our twin tackles; outside leverage on our short-side end; and a corner-backer to both our short side and long side.

It makes very little difference just how the three remaining defensive men are deployed over our guards and center in relation to our outside running game and our passing game. It does greatly affect our inside running game, however. The defense usually gives us any one of four "looks" in this area, and we have our guards and center drill daily against each of them.

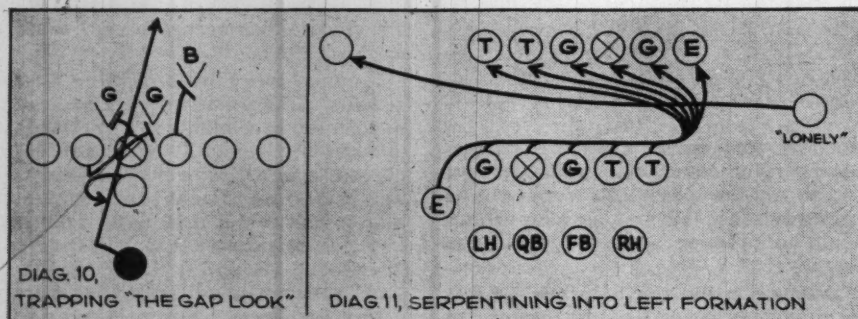
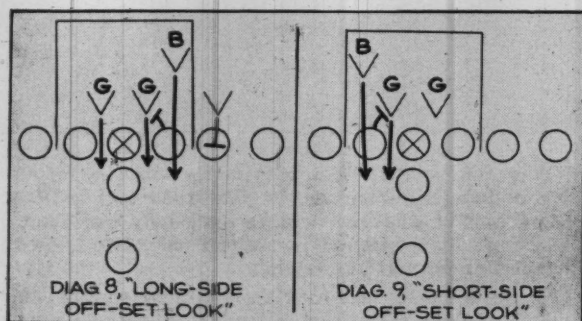
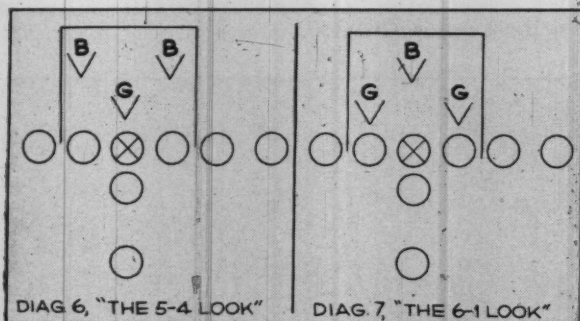
The first is the "5-4 look" (Diag. 6); the second, the "6-1 look" (Diag. 7); the third, the "long-side off-set look" (Diag. 8); and lastly, the "short-side off-set look" (Diag. 9). These diagrams appear on the next page.

On either of the "off-set looks," the defensive line-backer shoots into our backfield if our guard blocks in on the defender in the gap. When we run the ball into this area, we trap the "off-set look" or any other type of "gap look" (Diag. 10). We block straight ahead in this area on any other type of "look."

As for the remainder of our running game, we've always gone with the inside belly series and outside belly series off straight-ahead type blocking. We've never felt the need to double-team or pull guards, since our philosophy has simply been to get the defense out of position and then go straight-ahead, "hitting 'em where they ain't."

As a greater aid in getting the defense out of position, we occasionally flop-over our alignment to the left and run from a left-handed formation as well as a right-handed one. To accomplish this, we serpentine out of our huddle, thus bringing our long-side men over to the left of the ball and the short-side men over to the right of the ball (Diag. 11).

We can also bring the lonely end over to the left side of the field or leave him on the right side, thus making our outside tackle eligible to catch a pass. This flop-over maneuver forces the defense to make a two-man adjustment move in the interior defensive line, which they sometimes neglect to do.



**B**RILLIANT, young Pete Dyer has won 22 of his last 25 games, including three straight Western Westchester League crowns. This is a sequel to his treatise on the Lonely End Attack last September, which dealt mainly with pass patterns and basic philosophy. Now a clinic lecturer in considerable demand, Pete has written eight articles for us over the past three years.

As I previously stated, if the defense doesn't have 8 men stationed in the defense shell, as illustrated in Diag. 5, it isn't basically sound against the lonely end alignment. In attacking the defensive shell, we have the quarterback first attack the long-side corner-backer and then the short-side corner-backer with the outside belly series.

If we cannot make any money running the corners, we attack the three deep safety men with the drop-back passing game. If they've stopped us both wide and deep, we forget the home-run philosophy and grind it out inside the defensive tackles.

Of course all the regular aspects and principles of quarterbacking tactics and strategy are observed in this offense. The principles and practices peculiar to our lonely end attack include:

1. Disregard the actual defensive alignment (5-4-2, 5-3-2-1, etc.).

2. Check the coverage on the lonely end: (a) 1 man short—throw deep. (b) 1 man deep—throw short. (c) 1½ man coverage—forget "lonely" and concentrate on throwing to your other receivers, and run the ball.

3. Check the deep coverage: (a) 2 men deep—pass 90% and run 10%. (b) 3 men deep—pass 40% and run 60%. (c) 4 men deep—pass 10% and run 90%.

4. Check the corners:

(a) Overshifted defense—less than 2 men outside our short-side end and 2 or more defensive men outside of our outside tackle—sweep the short side.

(b) Undershifted defense—2 or more defenders outside our short-side end and less than 2 defenders in the immediate area outside of our outside tackle—sweep the long side.

(c) Situation defense—if the defense gives the quarterback an "overshifted look" and an "undershifted look," it is in a situation defense.

5. Check the defensive shell: Does the situation defense cover all the positions in the defensive shell—3 deep safeties, outside leverage on the twin tackles and short-side end, and a corner man to both the long side and short side?

If so, attack the corner men, the three deep safeties, and the interior defensive line, in that order of priority. If the shell isn't completely covered, simply "hit 'em where they ain't."



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# Color-Coding Your Scouting Information for Instant Accessibility

By **BOB GUTHRIDGE**, Coach, Berkshire School, Sheffield, Mass.

**E**VERY football coach is constantly striving to perfect a simple and efficient system of record keeping. When developed, it often becomes his most closely guarded secret.

And why not? All of us know how difficult it is to evolve a system that embodies all the essentials; and once we arrive at one that satisfies nearly all the basic needs we tend to become overly possessive.

During the years I handled my clubs alone, I studied many recording systems, gleaming many of the basic ideas now found in my Color Coded System. Although this system isn't perfect, I believe it provides us with all the information vital to our brand of football, namely:

1. It's in readily usable form at the bench, enabling us to employ it throughout the game in any situation.
2. It involves little or no writing by the person or persons filling out the forms.
3. It permits us to record every play.
4. It enables the data to be quickly and easily condensed for future reference without any loss of detail or meaning.
5. It aids and abets any films or scouting.
6. It furnishes a dynamic system, flexible enough to cope with immediate and unsuspected changes in either offense or defense.

Before delving into the details of the system, I believe a brief explanation of its mechanics is in order. First we scout the opponents with the information sheet shown in Chart 1, enabling us to secure the vital details on every offensive and defensive move they make. Then we transcribe the information into a flip-up index pad, a sheet of which is shown in Chart 2.

All this material is available on the bench when we play them. PLUS—and this is important—the information from the data sheets being filled out as we're playing them. This information can be quickly gathered and made instantly accessible—as we'll show you later on.

Some of the demands placed on this system, particularly condensation and instantaneous accessibility in any game situation, necessitated split-second identification of some of the recorded data. After a great deal of thought and planning, I hit upon the idea of *color coding* certain areas of the record system. This alone became the key to speed in recognition.

An example of what might be included on the 8½ by 11 information sheet is shown in Chart 1.

These sheets are gum-bound in pad form, and also punched for

loose-leaf filing. More important to us, they're printed up in four different colors, bound alternately in the pads: first downs are in *white*, second in *pale green*, third in *pink*, and fourth in *pale yellow*.

Any printer can do this for a small fee. Be sure, however, to contact one that can gum-bind the pads for easy manipulation. We like the upper edge bound, though one might have separate pads of each color.

The second part of our "colorful" system comprises the immediate record area, namely that part used in the game situation to the greatest and most immediate extent. The basic color coding here is done with regard to the ball's position on the field.

	L		R		M		G
P A S S	QUICK	<input type="checkbox"/>		DEEP	<input type="checkbox"/>		10
	AFT. FAKE	<input type="checkbox"/>				FLAT	<input type="checkbox"/>
	OPTION	<input type="checkbox"/>		SHALLOW	<input type="checkbox"/>	MIDD	<input type="checkbox"/>
	RUNNING	<input type="checkbox"/>				FLOOD ZONE	<input type="checkbox"/>
R U N	QUICK	<input type="checkbox"/>	MOTION	<input type="checkbox"/>	TRAP	<input type="checkbox"/>	QUARTER
			FLANKER	<input type="checkbox"/>			1
	DELAY	<input type="checkbox"/>	FAKE IN	<input type="checkbox"/>	PULL	<input type="checkbox"/>	2
			FAKE OUT	<input type="checkbox"/>	LONG	<input type="checkbox"/>	3
							4
							50
							140
							130
							120
							110
							G
	GAIN	<input type="checkbox"/>				DEFENSE	<input type="checkbox"/>
	LOSS	<input type="checkbox"/>				4	WAIT
						5	CRASH
						6	STUNT
						7	

Chart 1, 8½" x 11" Information Sheet with which opponents are scouted.



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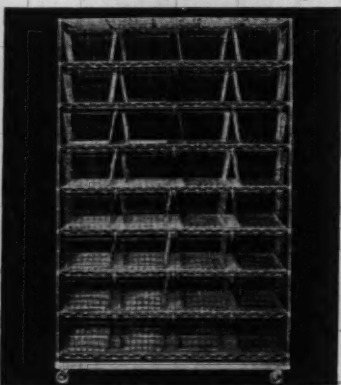
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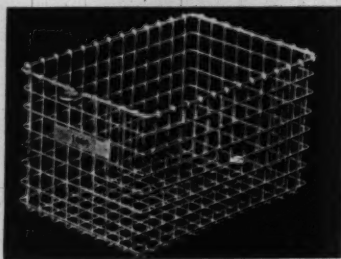
Shelving

Baskets

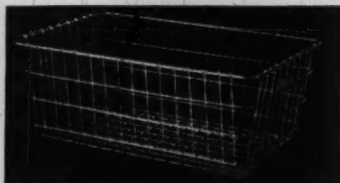
Hangers



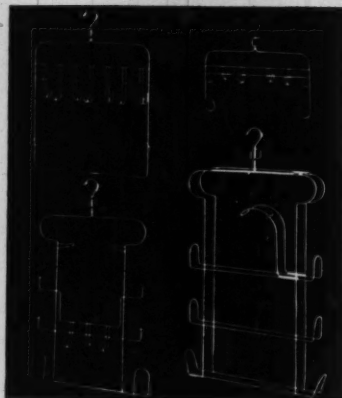
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DOWN	PLAY DESCRIPTION	PLAY TYPE	HASH MARK	TO MOT-FLK	ANY MOT-FLK	TRAP-PULL	OUT-IN OF	INIT. FAKE	DEFENSE
2	CRACK BACK FLANKS	D	R		✓				6
3	PITCH OUT	Q	L	✓					6
2	RUNNING PASS	D	M	✓					4
1	SLOT P.O.	Q	L						6
3	LOOK-IN PASS SLOT RT.	V	R						4
2	CRACK BACK						T		6
2	X CROSS						T		3
2	INSIDE X-CROSS							OUT	6
3									
1									
3									

Chart 2, example of flip card which digests data in recording sheet.

We've worked extensively on our defense and the general nature of the opponents' game. We've divided the field into five areas, believing that the vast majority of teams at our level tend to run certain basic types of plays in certain areas of the field.

Using flip-up type index pads such as those used for telephone listings, we've color-coded the tabs in sets of four as follows:

0-15	Yard Lines	4	Black
15-35	Yard Lines	4	Brown
35-55	Yard Lines	4	Orange
55-75	Yard Lines	4	Dark Red
75-100	Yard Lines	4	Dark Green

Using 20 of these flip-up tabs, we painted four successive ones to coincide with our color code for the various field areas. That is: four black, four orange, and so on. Each set of color-coded tabs is then lettered under each color as follows (distance to go for the first down):

VS (very short)	less than 1 yd. to go
S (short)	from 1 yd. to 4 to go
M (middle)	from 4 to 7 yds. to go
L (long)	more than 7 yds. to go

The type of file or pad that incorporates a sliding tabulator could also be used. Horizontal stripes corresponding to the color-coded field segments would then be necessary. The sliding tab would then be pushed to the appropriate color-coded area and opposite the appropriate distance letter; e.g., VS, S, M, L.

Let's take a typical situation and see how the flip-up index, containing the material condensed from the recording sheets (Chart 1), is applied.

We're on defense. It's second down, five yards to go for the first down. The ball is on our 32. First, we look at the color section *Dark Red* because the ball is in this color section of the field. Then pushing the *Dark Red* tab with "M" written on it, we have available a listing of data regarding the opponents' previous moves in that particular location with middle yardage to go for the first down.

In columnized form, we can see at a glance the information shown in Chart 2.

It's obvious that we should defend this situation with our number 6 defense. This data is coached throughout the week and is clearly understood by our defensive quarterback. (See "Communicate With Your Defense," May 1961 issue.)

Quite obviously what we've been speaking of here has been gleaned from our large data sheet. Let's go back then and consider it briefly.

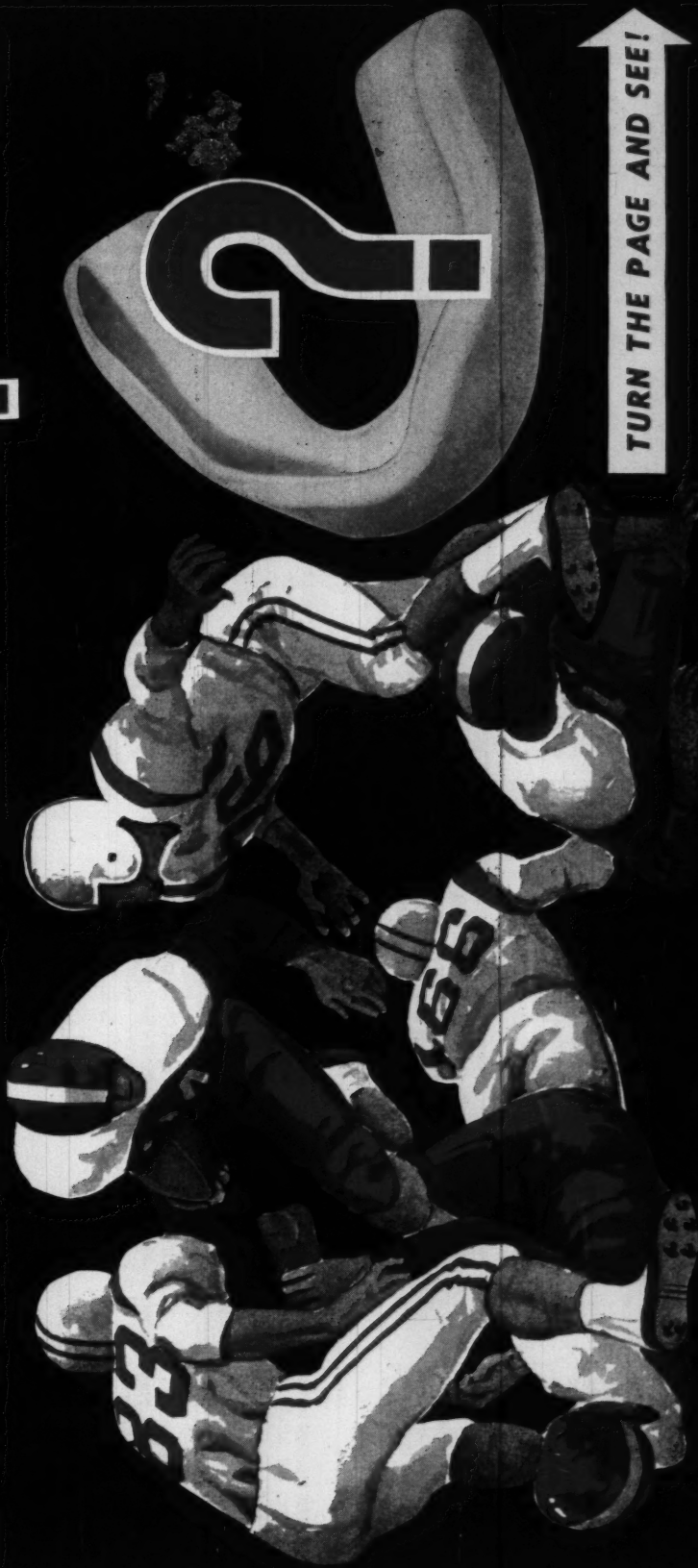
As can be clearly seen, Chart 1 affords every detail vital to the discussion and understanding of every play. Even the abilities and inabilities of the various personnel show up upon study of the data sheets. We use this phase of defensive scouting and coaching very little, however.

The large blank area on the recording sheets (lower left) allows for the diagramming of every play. A great deal of time was saved when I hit upon the idea of using rubber stamps for this part of the data. Any stationary store can make these up at a very reasonable price.

In this age of flankers, motion men, and the like, one would be wise to have his stamps made up (Continued on page 21)



# What's the Score On Protective Mouthpieces



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Does the manufacturer have a record of reliability? How long have they been making protective mouthpieces?	Limited experience—reliability untested.	FEATHERLAX CORP., has over 30 years experience in manufacturing, and is the largest producers of custom-fitted mouthpieces in the world. Featherlax Corporation is rated by Dun & Bradstreet.	Do you need to buy a new mouthpiece if the materials are improperly mixed or the impression is not good?	Yes.	FEATHERBITE can easily be re-fitted.
Does the mouthpiece fit all ages and sizes of players, or are different sizes necessary?	No authentic information available.	The standard FEATHERBITE Mouthpiece will fit all ages and sizes of players with normal dentition.	Does the mouthpiece have historical and statistical proof of its effectiveness in preventing tooth injuries?	No!	FEATHERBITE has by actual test for nine years proved its effectiveness to leading coaches, trainers, athletic directors, dentists and dental societies. Insurance statistics have verified these results.
Does the use of the mouthpiece require professional skill to mix materials to fit each individual?	YES! Require professional skill to fit, and to mix materials.	FEATHERBITE can be easily fitted by anyone. No mixing of "do-it-yourself" materials.	Is the mouthpiece available from a local distributor who can service your needs without delay?	Generally no.	FEATHERBITE has nation-wide distribution through leading sporting goods dealers and dental supply houses.
What is the shelf-life of the materials?	"Do-it-yourself" mixes have a relatively short shelf-life; may not be usable next season.	FEATHERBITE shelf-life is over two years.	Does the mouthpiece comply with the mandatory ruling for individually fitted mouthpieces?	Some do. Most do not.	FEATHERBITE meets all requirements of the mandatory ruling—and more.

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without including the ends or backs, except for the qb.

Our set includes three basic lines and four qb positions. We have: a tight "T" with the qb under center, unbalanced "T" with the qb under center, the single wing, and the slot right formations. Others could be devised, but these have filled our needs to date.

Any set of symbols familiar to your record keepers is satisfactory; the diagram needn't be elaborate in any way. The following diagram offers a typical play sketch. The tick marks indicate the positioning of those men not indicated by the rubber stamp.

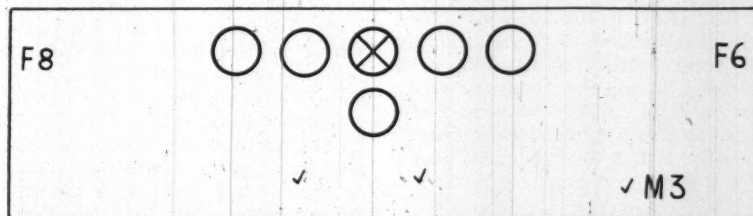
If, as the game progresses, it becomes clear that the opponent is using the same formation all of the time, we've even dropped the tick marks. On the other hand, if the team occasionally uses flanker or motion men, we indicate this with the letters "F" for flanker and "M" for motion. Directly beside these letters we place the number of yards the man is from the tackle, as shown in the diagram.

#### PINCH-ON CLIPS

The final step in the recording process is to affix a small, colored, aluminum "pinch-on" clip to the sheet. This is done by the second man in the recording team after he completes the play sketch. This little tab quickly identifies the area of the field in which each play took place. It also makes the data sheet immediately available for use at the bench or in the locker room.

The colors of the tabs are the same as those used on the flip-up file, thus, tying the whole system together. These pinch-on clips are also available at most good stationery stores.

Due to the fact that we don't film our games, we've come to rely heavily on our system. As can be seen, it affords a great deal of information. Coaches filming their games can benefit even more; it would aid them in more quickly interpreting the films and the information arrived at after studying them.



Typical play sketch: ticks indicate positions not recorded by rubber stamp.

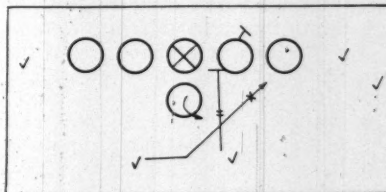
ONE good turn always deserves another, and we're happy to welcome Coach Guthridge back after his excellent article on "Communicate With Your Defense" last May. His unique idea on color coding your scouting information for easy accessibility has been sent to several high school and college coaches, and all have expressed keen interest and encouragement. Quite obviously, Coach Guthridge is in serious danger of being labeled "the thinking man's coach!"

At the close of every game, we file both the flip-up cards and the data sheets. The data sheets are filed in a large loose-leaf notebook sectioned for each team on the schedule. The flip-up cards are filed in a regular card file drawer.

The system may be as simple or as complex as the coach desires. We don't pass along all of the material to the players. We speak in generalities regarding the color areas of the field and our expected reaction to it as a result of information obtained.

Although our system is no panacea in its approach to records and record keeping, it has proved highly satisfactory to us. It's accurate yet flexible, and allows for easy, comprehensive interpretation of both immediate and long-range material, the nature of which can be made applicable to the practice or the game situation.

It's particularly valuable to coaches who don't film games. Yet its flexibility allows for its use with films. In fact, the whole system is applicable to film records and interpretations of the game situations.



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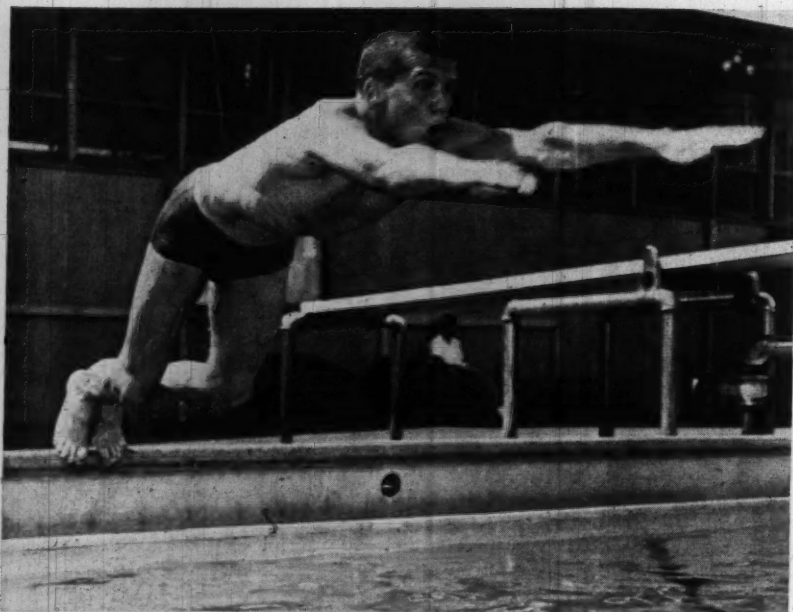
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As this article went to press, Steve Clark added to his luster by setting a new world record in the 100 meters (54.4) at the national championships.

## The Schoolboy Who Swam the 100 in 46.8 and the 200 in 1:48.6

**E**XPERTS and devotees of speed swimming blinked their eyes in amazement last April when a 17-year-old high school boy named Steve Clark splashed off with the national 100- and 220-yard freestyle championships.

Not that Steve was an unknown. After all, he had been a member of the 1960 Olympic Team and was the proud owner of at least a half dozen national interscholastic records. It was the way that he won the titles. He clipped the American marks in each event—shaving 1.5 seconds off the 220-yard record and 1.4 seconds off the 100-yard mark, defeating the great Murray Rose in the process.

Unlike most schoolboy athletes, Steve was no stranger to competition before reaching high school. Steve got started at the age of nine on a loosely organized team at the

Los Altos Country Club. Coach Al Volkatitus recognized the youth's potential and recommended him to the newly formed Santa Clara Swim Club coached by George Haines, destined to become coach of the 1960 Women's Olympic Team. For the next three years, Steve trained in the Santa Clara age-group program.

By the time he reached Los Altos High School, he was good enough to make the team as a freshman. Being the worker and leader he was, and is, he helped build our swimming program to the high level it now enjoys.

Steve's first high school race was a 2:05.3 effort in the 200-yard freestyle. By the end of the season, he had done 1:59.9 for the 200-yard freestyle, 53 for the 100-yard freestyle, and 24 for the 50-yard freestyle. He also did 59.3 for 100-yards butterfly, 1:03.9 for 100-yards back-

stroke, and 1:28 for the 150-yard individual medley.

Four years later, as a senior, he had done 1:48.6 for the 200-yard freestyle, 46.8 for the 100-yard freestyle, and 21.6 for the 50-yard freestyle. His butterfly time improved to 53.9, and his backstroke time to 58.2.

Steve possesses certain physical qualities that are outstanding. At present he packs 155 pounds on a lean 6-foot frame. But, since he's a fairly late developer, I feel certain he has quite a bit of growing to do.

His unusual buoyancy is another distinct asset. It enables him to ride higher in the water than any swimmer since Johnny Weismuller. He has excellent flexibility in both ankle and shoulder joints; and his body strength and tremendously fast reactions make him the great sprinter he is.

Steve's stroke has changed considerably during the last four years. He uses a high elbow recovery with a straight press and pull. His elbow breaks and his arm shortens up as his hand passes directly under his shoulder. This is a little different from the usually accepted method of pull-push arm stroke, but I believe it stems from Steve's great buoyancy.

When he swims a longer race or at a more relaxed pace, he tends to lift his elbows higher and recover his hands with a shrug of the shoulders. When working for an all-out effort over a shorter distance, his arms straighten out somewhat, as his arms recover closer to the surface of the water.

Under the surface, the mechanics remain the same. He keeps continuous pressure on the water and has a powerful orthodox six-beat kick.

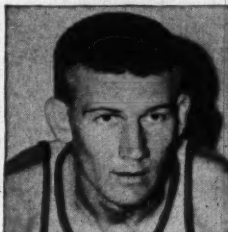
Because of his recovery, he almost gives the appearance of having two different strokes. In fact at the 1961 men's national A.A.U. indoor championships, where Steve qualified for the 220 in 2:01.8 and then came back to beat Murray Rose in 2:00.0 for an American record, several coaches who had seen him swim both in the trials and the finals swore he used a different stroke in each. Actually, he used his regular stroke in the trials, and his more relaxed stroke in the finals against Rose.

Steve trained at Los Altos for nine months of the year. During the summer months, he continued training in a 50-meter pool, with the Santa Clara Swim Club. At the start of

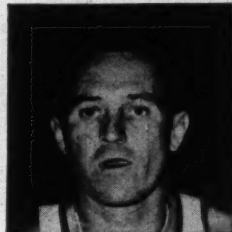
(Continued on page 88)

By **NORT THORNTON**, Coach, Los Altos (Cal.) High School

# "PRO" Basketball Players Agree On **TOP NOTCH FLASH**



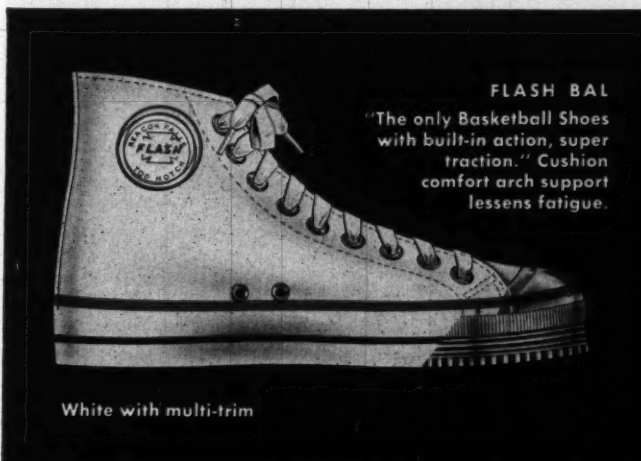
**DARRALL IMHOFF**  
1960 All American and member of U.S. Olympic team Champions — "PRO" basketball player for the N.Y. Knickerbockers.



**DICK MCGUIRE**  
Named to All-Star teams seven times, and regarded as the best "play maker" in N.B.A. today. Presently Basketball Coach of Detroit Pistons.

## **BASKETBALL SHOES**

*"They're the shoes designed, with us in mind!"*



White with multi-trim

**FLASH BAL**  
"The only Basketball Shoes with built-in action, super traction." Cushion comfort arch support lessens fatigue.



White with multi-trim

**FLASH OXFORD**  
"The modern way to match hard, fast play."

REINFORCED  
PIVOT  
AREAS



*New!*

... translucent molded suction cup outsole of formula 255, gives 50% more wear and traction. Fewer slides — fewer spills.

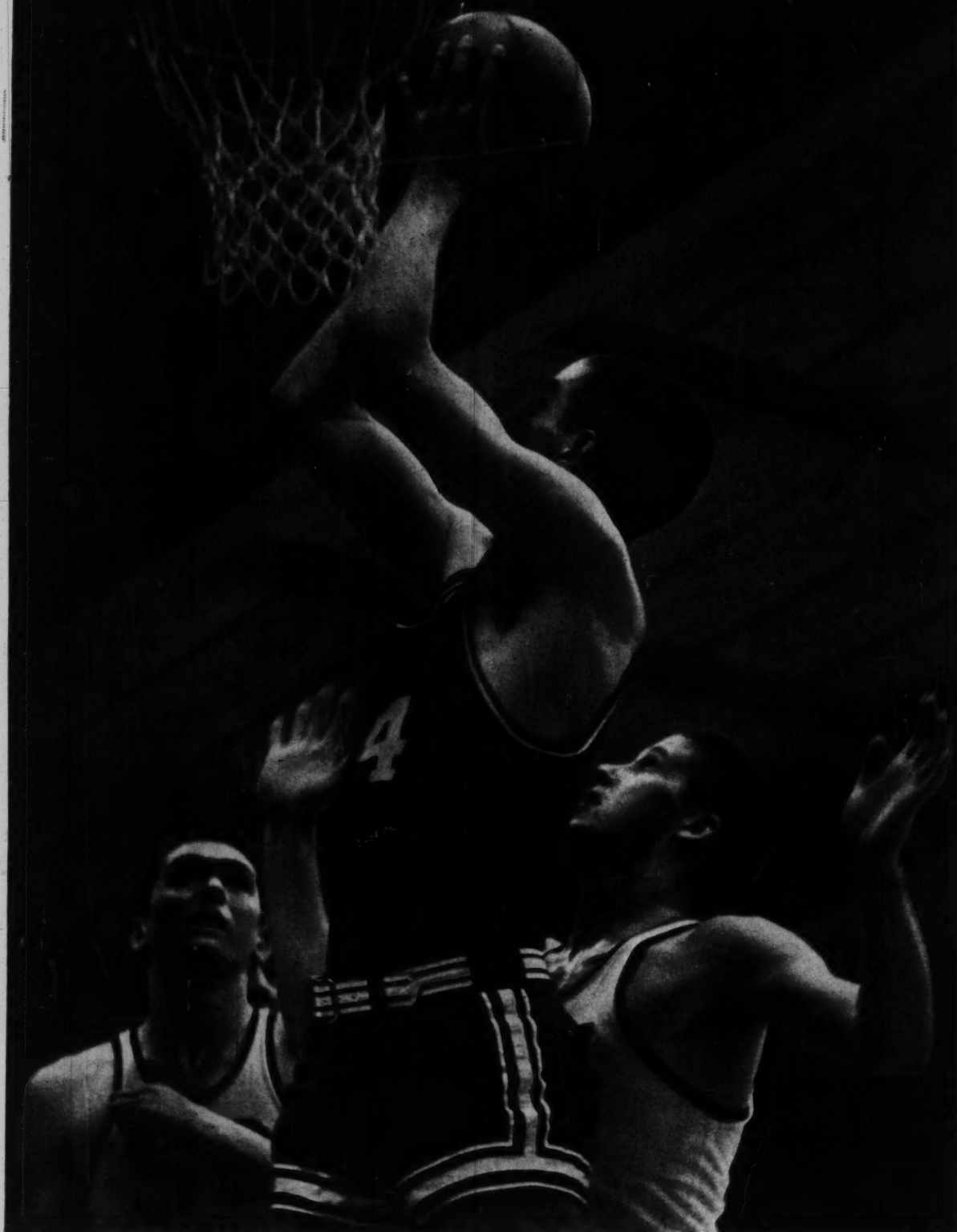
"Oxford or Bal style Basketball shoes, Top Notch constructs the best."

*Exclusive products of*  
**BEACON FALLS RUBBER FOOTWEAR**  
BEACON FALLS, CONNECTICUT





# Develop the "Playmaker's Touch"



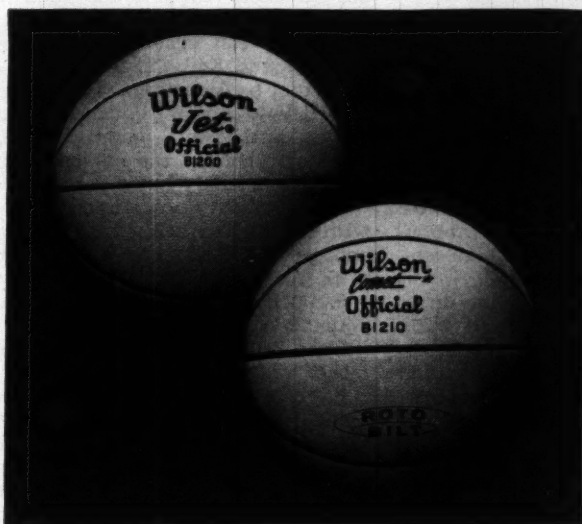
# ...with a **Wilson** basketball

## Comet and Jet build confidence with sure-handed Wilson "feel"

Wilson Comet and Jet basketballs feature a deep pebble grain of specially tanned and selected top grade leather to give your players a confident, sure-handed "feel." Exclusive Wilson construction provides perfect weight balance for finger-tip control, accurate passing and sure dribbling. The Comet and

Jet are the top quality twins of the Wilson line. They give your team the confidence that only the very best equipment can provide. The Comet features a nylon wound carcass; the Jet, a four-ply fabric carcass. Choose the one you prefer. Then play to win with Wilson.

**THE "MILLION-POINTER"**—Pros in the NBA are nearing the million-point mark with a Wilson ball. Since 1946 they have set every record and scored 941,738 points with an official Wilson Ball.



**THE WILSON JET®** is precision built with a full grained premium leather cover permanently vulcanized to the carcass. Four-ply carcass is fused permanently in one operation. Last-Bilt construction assures true roundness and perfect balance. Official orange color.

**THE WILSON COMET**, like the official NBA Wilson ball, features Roto-Bilt construction with "M" channel seams and nylon wound carcass for perfect playability. Seams are put at the poles—the natural gripping position—and are part of the carcass, always uniform and secure for life. Balanced winding insures permanent roundness in each ball. Official orange color.

**Wilson Offers a Complete Line of Basketball Equipment**—Each item available in a wide range of prices to fit every athletic budget.

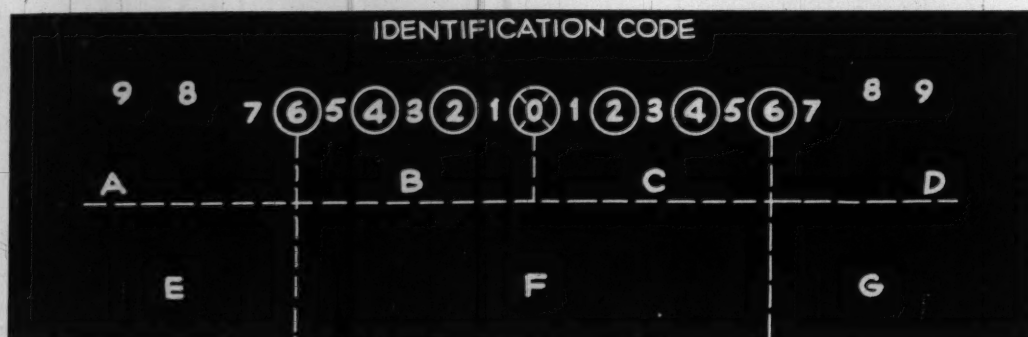
• custom-tailored uniforms and warm-ups in hundreds of styles and color combinations • shoes • hose • goals • nets • backboards.

**PLAY TO WIN WITH**

# Wilson

Wilson Sporting Goods Co., Chicago  
(A subsidiary of Wilson & Co. Inc.)





## DEFENSIVE CODE

## AND

## SIGNAL

## SYSTEM

**W**ITH coaches becoming more and more defense-conscious, the organization of defense has become as important as the organization of offense. At Columbia University we've attempted to simplify and strengthen our defense by establishing a defensive code and signal system similar to that employed on offense.

This system delineates our theories and practices in simple and constant terms, and may be applied to any defensive plan.

As shown in the accompanying Identification Code, we start with the center (0). We number all persons on or flanking the line evenly—2, 4, 6, 8; and all gaps oddly—1, 3, 5, 7, 9.

The fourth man out from center is numbered 8, while the gaps to either side of him are 7 and 9. Many systems don't provide for flankers. Others feel that two numbers are necessary for the gaps in order to cover both sides. We feel that every gap must be identified, but that more than one number is unnecessary, as we'll explain later on.

The secondary positions are lettered A through G: A and D are corner positions; B and C are backer positions; and E, F, and G are three deep positions. The combinations EF and GF are umbrella safeties, who set up at the intersections of the two zones. (Combinations between other positions are utilized in special instances.)

With the identification of defensive areas established, it becomes very simple to describe where each man should line up, key or read, and

what action to take on or before the snap. We do this by using combinations of letters and/or numbers separated by commas.

Example: 5,4 means to line up in the 5 gap and charge the 4 man, keeping outside control of the 5 gap.

Example: 5,6,5 means to line up in the 5 gap, charge the 6 man, and recover to the inside.

General principles to observe in various situations:

**Set up on or off the line as follows:**

1. Two digits the same (6,6 or 5,5 or 2,2)—*on the line.*
2. Odd to even (5,4 or 5,6 or 9,8)—*on the line.*
3. Even to odd (6,5 or 2,2,1)—*on the line.*
4. Odd to different odd (5,3 or 7,9)—*off the line.*
5. Even to different even (6,4 or 2,0)—*off the line.*

In the latter two instances, the distance off the line is determined by individual ability.

**Keys to follow for penetrating or waiting action:**

1. If your action digit is even, you must control and destroy the man on or within one yard of the line of scrimmage, and determine your next move from that man.

2. If your action digit is odd, you must make a penetrating move into the backfield to find the ball. A penetrating move must always key for a trap (an inside-out block by anyone) and find the football or a particular back described in the rule.

3. If your action digit is followed by a third digit, penetrate only enough to control the inside. Up to a yard is usually sufficient.

4. If you line up in a lettered area with an odd number action, be close enough to the odd gap to penetrate to the ball.

5. Positions to assume to protect your action:

Even to same even—line up in front.

Even to odd—shade the odd side, don't get hooked.

Odd to same odd—dead center in gap and fire away.

This eliminates the need for more than one number in each gap, as was indicated earlier.

**The Thirty and Forty Series of Defenses:**

The defense is usually identified by establishing the number of men at the line of scrimmage and the number of linebackers involved. In the past, the secondary cover was sometimes described, but more often than not it was taken for granted.

Many defenses, however, now employ a 5-, 6-, or 7-man line. These alignments often are added to or subtracted from by team plays or deals—greatly complicating the identification of the defense. Add to that the practice of playing on or off

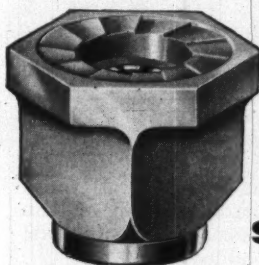
By **JOHN TONER**, Assistant Coach, Columbia University

## REDUCE INJURIES GAIN TRACTION

# 56 FLAT SURFACES

in every pair of shoes give the backfield added advantage. The loss of traction or forward power at the moment of impact is the real injury villain for offensive backs. This new shape grips the turf with seven "Square Sockets" in each shoe.

You wouldn't row a boat with a round oar. Don't penalize your boys — Give them the advantage of the flat power-thrust surface.



Pat. Pending

### SAF-T-SQUARE CLEAT

Here is the ideal practice cleat coaches and trainers have been looking for. This low height (only 1 1/16") plus a large ground contact area (over 1/2" diameter) greatly eliminates the danger of ankle and knee injury. In our research, this is the only short cleat that will screw down flush to the washer — on any cleat post — on any make of shoes.

- Ideal for hard turf or frosted ground.
- Shoes last longer — less strain and injury to steel plate in soles.
- More comfort to user.
- Easy on and off with or without hex wrench.

## THE SHORTY

# THE NEW DIMENSION IN CLEATS

## SAF-T-SQUARE



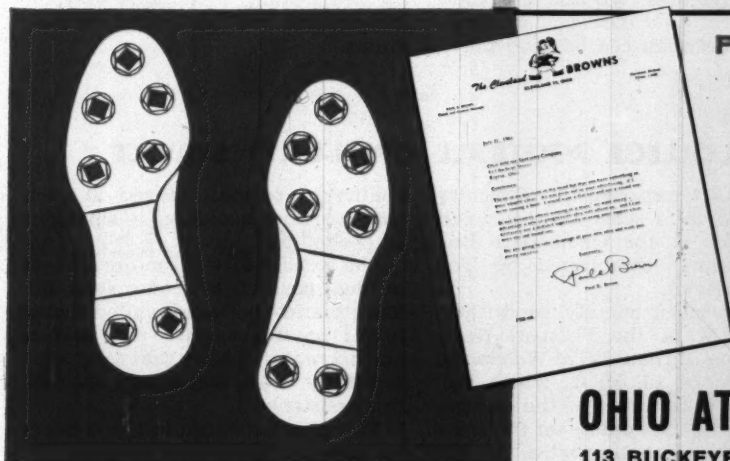
Pat. Pending

The Square Cleat offers the first all new concept and improvement in football cleats.

Here's why this Square-Scooter is your best buy. Because only the square design offers the maximum in traction. This exclusive design "feels" much better in action with the added confidence it instills.

Here is the answer for greater traction to go inside or outside — better footing for spins and pivots — sharper blocking. Reduce the number of slips or falls without opponent contact. Don't skid to defeat!

- Improved nylon with one-piece hardened steel insert and tip — won't burr.
- First major improvement in cleats in a decade.
- New "Square Socket" design.
- Eliminate the games lost by poor traction.
- Extremely light weight.
- Wonderful for every position.



### PAUL BROWN SAYS:

"There is no question in my mind but that you have something in your square cleat. As you point out in your advertising, if I were rowing a boat, I would want a flat oar and not a round one."

"In our business where winning is a must, we want every advantage a new or progressive idea will afford us, and I can certainly see a distinct superiority in using your square cleat over the old round one."

"We are going to take advantage of your new idea and wish you every success."

## OHIO ATHLETIC SPECIALTY CO.

113 BUCKEYE STREET

ELYRIA, OHIO



# maximum protection

against

## ATHLETE'S FOOT



LOAN THIS  
SPRAY DISPENSER  
**FREE**

with NO INVESTMENT in equipment, you can join the thousands of schools and industrial plants that rely on SANI-MIST for the prevention of Athlete's Foot in their shower rooms.

- SANI-MIST kills Athlete's Foot Fungi in 30 seconds.
- SANI-MIST is undiluted by shower drippings.
- SANI-MIST dispensers are trouble-free.

Write today for generous FREE SAMPLE of Sani-Mist and details of our RENT-FREE-LEASE.

**SANI-MIST INC.**

Dept. SC

3018 Market Street, Philadelphia 4, Pa.

the line, and the offensive problem becomes even tougher.

To further complicate identification, the secondary is now being called upon to participate in interior line play, penetrating moves, and many maneuvers with linemen and backers. In some defenses, the ends are played as tackles (supported by corner men) and the safety men deal with backers.

Whenever you play such a varied defense, it's necessary to simplify and define the specific defenses for your boys. We just distinguish between three and four deep secondaries by calling a thirty (3 deep) and a forty (4 deep) series. Other numbers or names are attached only to define team maneuvers and variations of these two series.

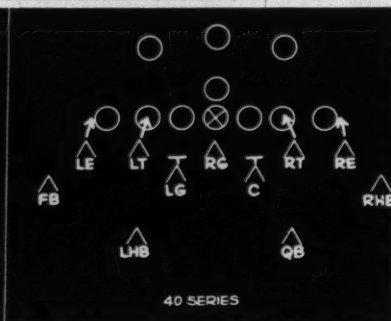
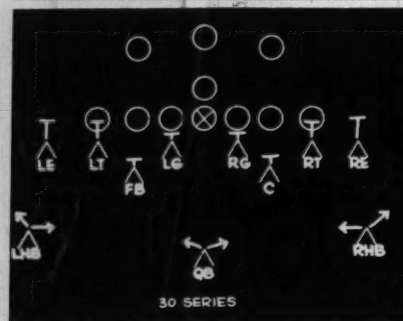
The accompanying charts describe our organization, showing examples of total defenses. We find this code very useful as a means of communication between coaches and play-

ers via the mails and at all times during the season on and off the field. Defenses for specific opponents can be easily added.

As you can see the defensive chart is set up from left to right by position. The name of each defense is listed at the left, and each assignment is described in the appropriate box. The player may learn his assignment by merely checking the box under his position.

We've eliminated the need for space-consuming diagrams by using letters and numbers. But diagrams are valuable, of course. We use them in defensive lectures, and expect the boys to be able to diagram their particular responsibilities at any time. To compose a diagram it's only necessary to convert the first number to area and the second number to action lines. As you can see by the illustration, it's simple to convert the two basic defenses into diagrams.

DEFENSE	LHB	LE	LT	FB	LG	QB	RG	C	RT	RE	RHB
36 Basic	E	8,9	6,6	B,4	2,2,1	F	2,2,1	C4	6,6	8,9	G
36 Tight	E	8,8	5,4	B5,6	2,1	F	2,1	C5,6	5,4	8,8	G
36 All Fire	EA	9,9	6,5	B4,1	2,3	FBC	2,1	B4,3	6,5	9,9	GD



DEFENSE	FB	LE	LHB	LT	LG	RG	C	RT	QB	RE	RHB
45 Basic	A,9,E	7,6	EF	5,4	B3	0,0	C3	5,4	FG	7,6	D,9,G
45 Fire Left	A,9,E	7,6	EF	5,4	B,BC	0,2	C,B1	5,4	FG	7,6	D,9,G
47	A,9,E	7,7,8	EF	4,2	B5,6	0,22	C5,6	4,2	FG	7,7,8	D,9,G

### COLLEGE FOOTBALL OPEN-DATE SERVICE

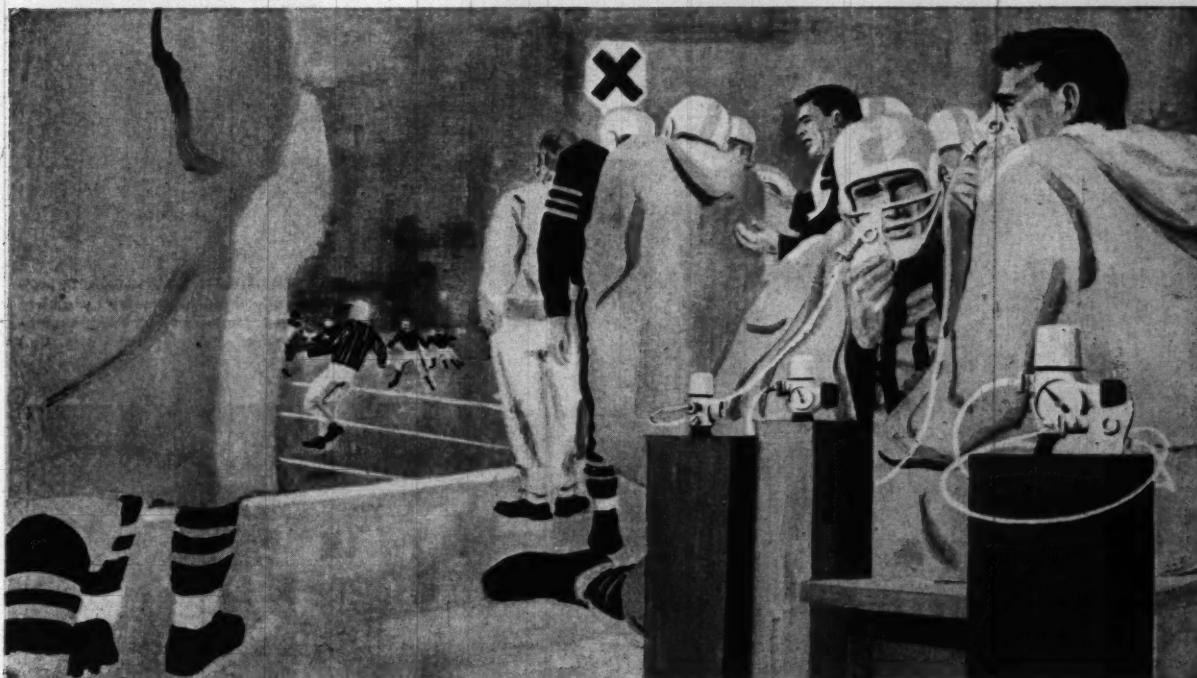
COLLEGES experiencing difficulty filling out their schedules can avail themselves of the Open Date Bureau recently established by The Football News.

Schools need merely send their open dates to the Football News Open Date Bureau, 22726 Woodward Ave., Detroit 20, Mich., which will relay the information to the colleges which have such dates—at the same time advising both parties on the

quality of football played at each school, thus avoiding mismatches whenever possible.

The weekly football publication is in ideal position to render such aid. More than 35 colleges availed themselves of this service last season, and all reported back that their 1961 schedules were completed through this assistance.

There is no charge to the colleges for this service.



## FOR THE 4th QUARTER

# METROX PORTABLE OXYGEN CAN MAKE THE DIFFERENCE

It is now a proven fact. Exhaustion *can* be quickly overcome through the use of oxygen . . . and, most important, as fatigue is lessened so is the possibility of injury.\*

Many top athletic teams throughout the world are using oxygen. They find results outstanding and are continuing to use this therapeutic aid.

And, should injury or illness strike, the *immediate* application of emergency medical oxygen from precision built METROX units can prove invaluable in preventing serious complications.

Remember, oxygen helps restore energy naturally—in perfect safety.

\* Ref. *Anesthesia and Analgesia*, O-242 — Vol. 40, No. 2

# METROX

Manufactured by: METROX, INC., 4335 Governor Printz Blvd., Wilmington 2, Delaware

Distributed by: National Cylinder Gas, division of Chemetron Corp., 840 N. Michigan Ave., Chicago 11, Illinois



Gentlemen: I am interested in learning more about Metrox Portable oxygen equipment.

- ☐ Please have a representative call.  
☐ Please send more information.

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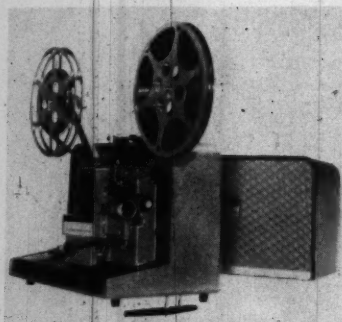


# NEW EQUIPMENT

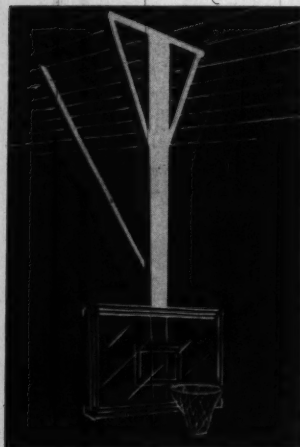
For full details on any or all of these products, check the respective listings under "NEW EQUIPMENT" in the master coupon on page 104.



• **GRAVITY-FEED FLORLINE MARKING MACHINE** is now combined with spray machine, making a multi-duty unit for a wide variety of uses. May be used together or separately. (H. C. Sweet Co.)



• **16-MM PROJECTOR.** Graflex Galaxy is packed with practical features, including low-wattage dichroic lamp for brighter illumination and cooler machine operation.



• **HEAVY-DUTY BACKSTOP,** available in ceiling-attached forward folding, backward folding, ceiling-braced, and wall-braced models. Every modern feature. (Porter Ath. Equip.)



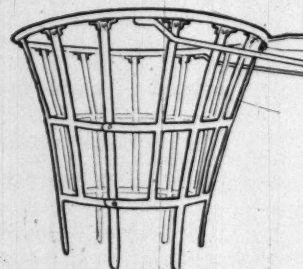
• **PASS RECEIVING SET.** Designed by Raymond Berry, this 25' x 12½' net (over 300 sq. ft.) is easily fastened with strong nylon rope to goal posts or trees and serves as a backstop in all passing drills—eliminating time-taking ball shagging. No-Shag Net is made of 80-lb. Chemstrand Nylon yarn. Extremely durable, easy to store, may be used for baseball and other backstop needs. (Johnston, Inc.)



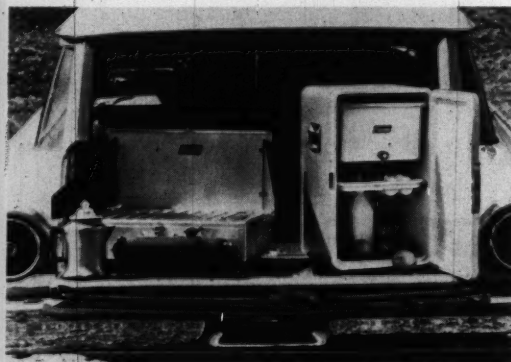
• **CUSTOM-FIT MOUTH GUARD,** individually fitted in minutes by athlete himself. Made of vinyl, shock-absorber design. (Roberts Dental Mfg. Co.)



• **SKIN-TOUGHENING SOLUTION** for prevention and treatment of athlete's foot, available in refillable 6-oz. spray bottles. (Onox)



• **VINYL GOAL NET,** unaffected by climate, won't rot or rust, fastenings of same material with great durability. (R. E. Austin & Son)



• **COMPACT ALUMINUM COOLER AND STOVE** for camping and boating: cooler holds 25-lb. cake of ice, features ice water faucet, shelf, and storage compartment. Light, functional, easy to maintain. (Outing Products Div. of Coleman Co.)

# **NEW** **Shield** CUSTOM-FIT **MOUTH/GUARD**

Patented  
projections  
assure  
perfect fit  
and greater  
protection



Exclusive  
Shock-Absorber  
Design!

## **COMPLIES WITH NATIONAL FEDERATION RULING\***

The National Federation ruling makes the wearing of a flexible, fitted mouth guard mandatory. Shield Mouth Guard is custom-fitted to the contours of the mouth and teeth and is made of the finest, flexible, hospital approved plastic.

### **ONLY SHIELD GIVES YOU THESE EXCLUSIVE FEATURES:**

Patented projections insure perfect fit and give an extra cushion against shock. Shield's shape is designed with minimum bulk and for maximum protection. Made of resilient dental plastic for long lasting protection. Will not deteriorate.



- Custom-fitted in minutes by the athlete himself
- Allows free breathing and speaking
- Tasteless, non-toxic; will not absorb mouth acids
- Total dental protection for all contact sports
- Fits firmly and comfortably; will not slip or fall out
- School price \$2.50. Satisfaction guaranteed

**ORDER TODAY! AVAILABLE AT ALL SPORTING GOODS DEALERS**

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\* July 1961 meeting on Mouth Guards of the National Federation of State High School Athletic Associations.



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8764 Beverly Boulevard  
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Russell Barton Film Co.  
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1322 West Belmont Avenue  
Chicago, Illinois  
Cinema Processors  
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4247 South Kedzie Avenue  
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Louisville, Kentucky

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Pan American Films  
735 Poydras Street  
New Orleans, Louisiana  
Delta Pictures, Inc.  
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## MARYLAND

National Cine Laboratories  
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Hyattsville, Maryland

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Back Bay Film Laboratory, Inc.  
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Boston, Massachusetts  
De Phours Studios  
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Boston, Massachusetts  
Cine Service Labs., Inc.  
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General Film Laboratory, Inc.  
66 Sibley Street  
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Capital Film Service  
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## MINNESOTA

National Camera Exchange  
86 South 6th Street  
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Jasper Ewing & Sons  
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Kansas City, Missouri  
E'S O-S Pictures  
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3214 Gilman Plaza  
Kansas City, Missouri  
Cine-Graphic Film Lab., Inc.  
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St. Louis 3, Missouri

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Laboratory  
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Omaha, Nebraska

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Bound Brook, New Jersey

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Albuquerque, New Mexico

KOB-TV  
Albuquerque Broadcasting Co.  
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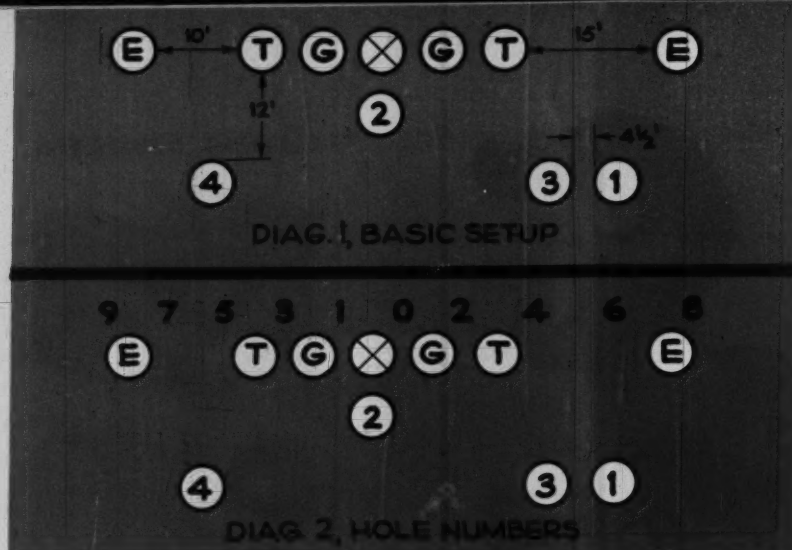
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# TRIPLE

**M**AYBE the Triple T isn't a revolutionary concept of offense, but it's certainly *different*—embodying the ideas of many of the best coaching brains in football.

Fundamentally, it's a variation of the famous split T developed by Don Faurot, Jim Tatum, and Bud Wilkinson. In fact, Coach Wilkinson's book, *Oklahoma Split T Football*, was our bible for several years.

Unfortunately, we never had the horses to exploit it fully. Too often we found the center of our line being overpowered and our quarterback being hit before he could go down the line for a hand-off. It was this basic problem that germinated the Triple T.

Two possible solutions presented themselves after the 1958 season. Since we hated to give up the advantages of the Split T, the first idea was to move the qb back two yards, taking a short snap from center. A little fooling around with this concept proved it was possible to run most of the Split T plays from it.

But it did have a disadvantage. The center pass was less certain, and the center himself lost the big advantage of the T in that he had to concentrate on the pass rather than his opponent. Nevertheless this solution seemed acceptable, and our plan was to employ it as an emergency variation whenever our opponents began overpowering us in the center of the line.

The second possible solution lay in developing some means of preventing our opponents from concentrating too much power in the middle of the line. The obvious answer was to set up an offensive threat that would make them spread their defense.

Thus was born the Triple T. In two seasons of play, our qb has had almost 100% freedom of movement. Although we've practiced the two-

yards back gimmick each year—just in case—we've never had to resort to it.

The foundation of the Triple T is the Split T. All of the line spacing from tackle to tackle is exactly the same. The innovation stems from the deployment of the ends and backfield (Diag. 1).

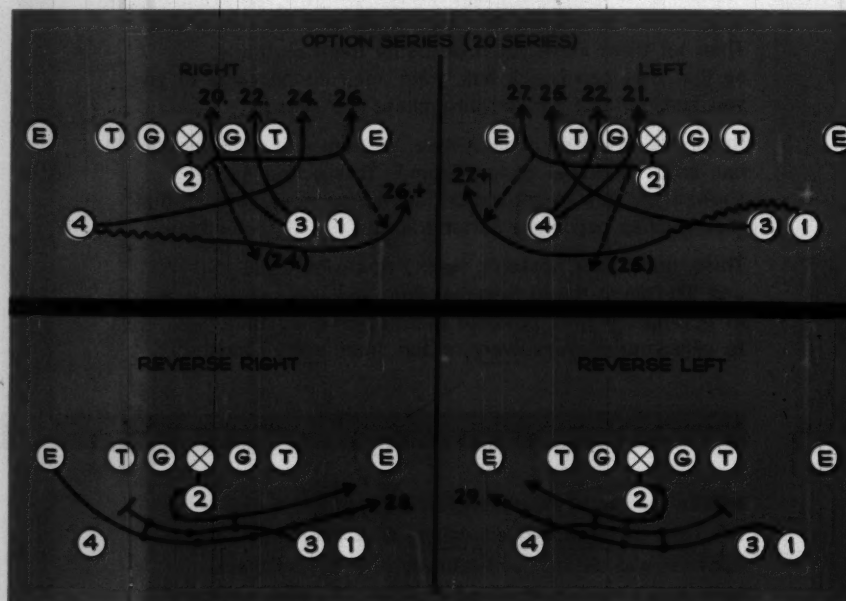
The quarterback assumes the usual T position behind center, though he can set two yards back whenever necessary. The left halfback (4) normally lines up just outside the left tackle, with some slight variations on certain plays. The fullback (3) sets up just outside the right tackle, also with some variations; while the right halfback (1) lines up  $1\frac{1}{2}$  yards to the right of the fullback, except when he's an outside flanker. The left end

splits 3 or 4 yards; and the right end splits about 5 yards.

The halfback and the fullback normally set up  $4\frac{1}{2}$  yards back of the scrimmage line, but here again certain adjustments must be made to produce the proper timing on play variations. All of these variations will be explained when the individual plays are presented.

This, then, is the basic line-up. The defensive team must spread to counter our mobility to the outside, both in running and passing. Yet they must still protect to the inside against the threat of sneaks, center dives, and delayed bucks. Any over-shifting by the defense can be countered by smart quarterbacking.

In our Triple T, we number the holes evenly to the right of center and oddly to the left (Diag. 2). The



# T ATTACK

By BART CHASE, Holderness School, Plymouth, N. H.

plays are numbered according to series and holes. A number such as 22, for example, indicates it's a Series 20 play hitting the 2 hole between right guard and right tackle.

Our plays are grouped into five series: 1, Option Series (20 series); 2, Quarterback Series (30 series); 3, Pitchout Series (40 series); 4, Buck Series (50 series); 5, Pass Series (70 plus series). (See accompanying diagrams.)

**Option Series (20 series):** All these plays, except for 28 and 29, which are reverses, are based on the Split T handoff and option plays. The qb runs along the line and either hands off for a dive play and fakes a keep or lateral, or he fakes a hand-off and runs the keep or lateral option.

**Quarterback Series (30 series):**

In all these plays, the quarterback carries the ball either on a sneak or roll-out.

**Pitchout Series (40 series):** These are all quick pitchouts to take advantage of our wide spread and outside strength. With judicious use and the right personnel, they constitute a threat which the defense cannot afford to ignore. There's little doubt that these pitchouts keep the defense honest. They've proven invaluable as point-after-touchdown plays.

**Buck Series (50 series):** These three plays are all delayed bucks. Play 51 proved to be one of our bread-and-butter plays last season. The cross-blocking added a valuable variation to our regular blocking, thus giving us more deception in the line assignments.

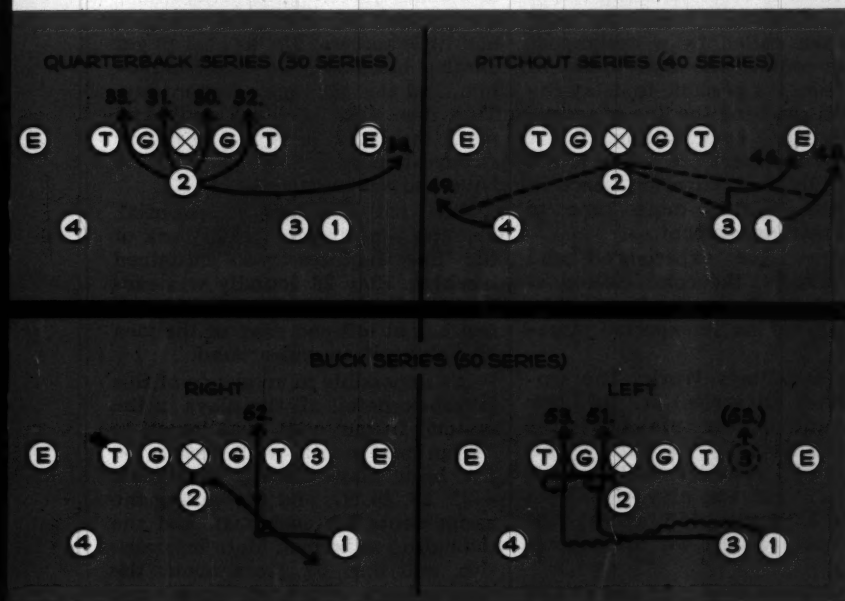
**Pass Series (70 plus series):** Our passing attack is designed to run from basic running formations to maintain the necessary deception. Each one starts as a running play and its play number, in most cases, indicates the running play which is faked. Thus, Pass 72 is a jump pass based on Dive Play 22, while Pass 76 is an Option-Lateral Pass based on Play 26. This simplifies the learning and memory process, which is a big help with schoolboys.

**Line Spacing:** While we cannot cover fundamentals or generalizations on coaching techniques in this writing, some basic ideas are so indigenous to the success of the Triple T that their inclusion is essential. We'd advise any coach considering our offense to study the several fine books published on Split T, if he isn't thoroughly versed in Split T techniques. Line spacing is one of the basic essentials that cannot be overlooked.

We split our men to gain an advantage over the defense. First we must discover what the defense will do in their spacing. Are they coached to maintain certain spacings regardless of what we do, or will they shift when we widen or narrow our spacings?

If their defense is set, we'll split so as to gain a blocking advantage; i. e., our guard, for example, will split wider on an outside play so he can block in easily or will split less on an inside play so he can block out. To prevent this from becoming a give-away, he'll make similar splits when the play is going around the other side.

If, on the other hand, the defense alters its spacing to adjust to our splits, we'll split wider when the play is inside or less when the play is outside, thus giving the ball-carrier a wide hole if we block successfully.





The one fundamental rule to stress is to discard all usual splits when ever a defensive man lines up in the gap to the inside of an offensive man. When this happens, the guard or tackle *must close down his split* until his inside eye is on his opponent's outside eye. This must never be neglected.

On Plays 20, 21, and 51 (inside plays), we'll split our guards as much as 6' if the defense will go with us. Normally, however, 2' or 3' is all we can hope for before we find the man in the gap. On Plays 22, 23, for example, we'll take a small split, if the opponent will go in with us, thus leaving a wider hole inside of tackle. Tackles vary their splits along similar lines.

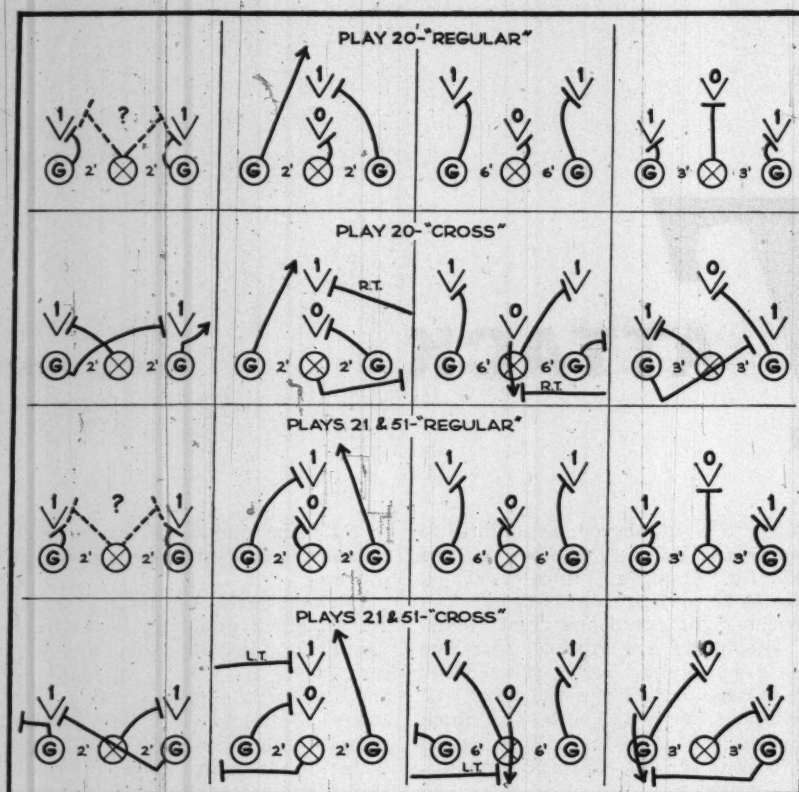
**Recognition of Defenses:** It's essential to recognize immediately the defenses against us to assure correct blocking. The time-proven method of numbering the defense seems to take care of this. A man directly opposite the center is numbered 0. If he's on the line with a linebacker behind him, he's still 0 and the linebacker is 1. If there's no middle linebacker, the men on either side of the middle are numbered 1, the next men 2, 3, 4. If number 1 is the middle linebacker, the next men outside are numbered 2, 3, 4.

In this counting from the middle, linebackers near the line of scrimmage (1 or 2 yards) are included in the count and played as if up on the line. To facilitate counting, the center can call "0" or "1" to let the guard and tackle know immediately that a man opposite the guard is 1 or 2.

Since the linemen are given assignment sheets naming the defensive number of the man to be blocked, etc., there's no difficulty once the assignments are learned. Any defensive set-up should be met with a recognition of the assignment to be carried out.

We have special line blocking on inside Plays 20, 21, and 51. (See accompanying diagram.) There are four usual defenses we may encounter. We've named them "open," meaning no defensive man opposite the center; "tandem," meaning a lineman and center linebacker opposite the center; "12," meaning a lineman opposite the center and linebackers opposite the guards; and "21," meaning a linebacker opposite the center and linemen opposite each guard.

The center calls "open," "tandem," "12," or "21," as the case may be, while he's setting himself over the ball. The guards and tackles listen for his call and make their



own mental adjustment as to their assignment. The center makes these calls all through the game to avoid a give-away, but the guards and tackles only pay attention when Plays 20, 21, and 51 are called with a "cross" added.

We have blocks labelled "Regular," which we learn early in the season. When these are mastered, we move on to cross-blocking called "Special Crosses." These are used only when called by a designated guard or center, who says "cross" in the huddle. It's possible to delay the call until reaching the line of scrimmage by using color calling. But at our stage of experience, we've found the huddle call superior, since it gives the players more time to figure their assignment.

If you have experienced and smart players, the color calling at the line will allow your line to take advantage of an unexpected situation.

**How the Plays Work:** The Option Series (20 series) are the basic bread-and-butter plays of the Triple T. Actually we narrow this term down, considering Plays 22, 23, 26, 27, and one play—51—from the Buck Series (50 series) the plays upon which we count most heavily.

We've found that if 22 and 23 will go for even short gains, we can

gradually build up a working offense which will eventually confuse our opponents until, at last, many other plays will work.

Plays 20 and 21 haven't been particularly strong for us, but have served to keep the defense honest inside. Play 24 has been fairly strong with good blocking strength on our strong right side. Play 25 has had occasional success. Originally the 1 back wasn't involved and the play had little success. We decided to get another blocker by putting 1 in motion, and this made it a better play. This, then, tied in with Play 51 and made the latter become one of our strongest plays. Plays 28 and 29 have had varied success.

Fine ball-handling is essential, and the time the ball is in back of the line requires good sustained blocking. Play 28 actually was carried by the 4 back originally, but a fast boy at left end gave us the idea of making it an end-around.

It's impossible in an article of this length to detail all the plays in the system. In our next installment, to be run next month, we'll discuss the five basic plays already mentioned—22, 23, 26, 27, and 51—giving the assignments for each man and the difficulties to be met. More information will also be given about the Quarterback, Pitchout, Buck, and Pass Series.

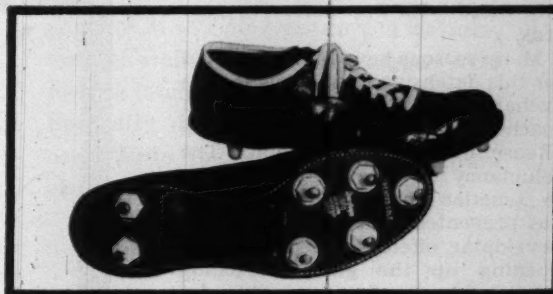
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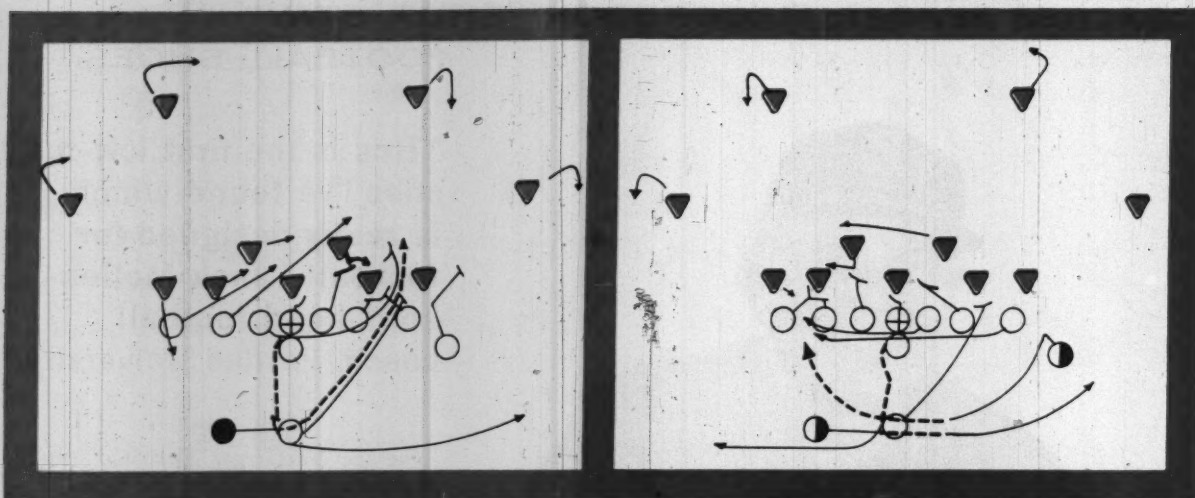
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DIAG. 1, OFF-TACKLE SLANT

DIAG. 2, WINGBACK REVERSE

# Revolutionary Bi-Focal Attack

By CALVIN A. WALDEN, New Orleans, La.

**O**FFENSIVE football has made gigantic strides in the past 20 years. The Chicago Bear T, the Sliding T, and the Wing T have achieved universal popularity in modern times. And yet, judging by the yard-gaining statistics and the low scores, you cannot say that offense rules the roost. The successful teams are usually those with fine defensive records.

Many reasons have been advanced for this defensive rise to power. The exchange of movies has enabled coaches to analyze their opponents' offense in microscopic detail. The reluctance of the rules committee to sanction unlimited substitution has prevented college coaches from developing offensive specialists and opening up the game. Coaching clinics have made it possible for mentors to better their technical understanding of the game.

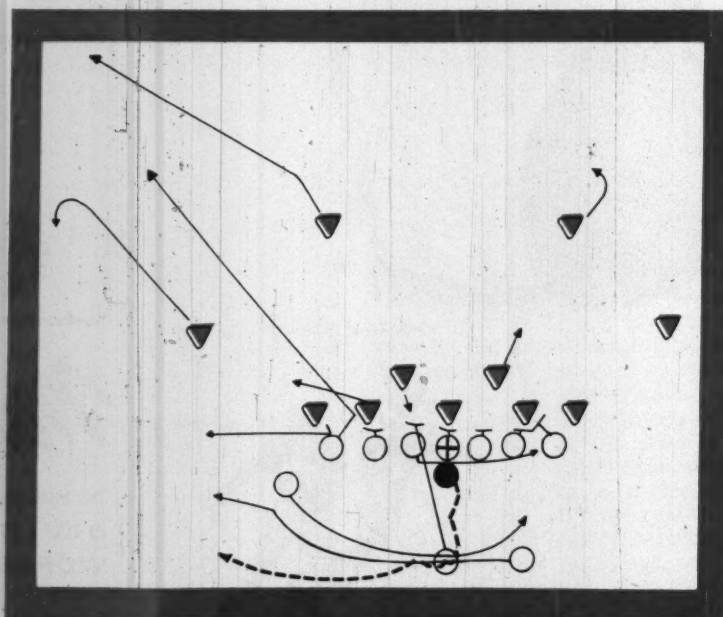
Yet, one fact is generally overlooked: All offensive systems have one common fault—they telegraph their punches.

When the ball is snapped, 22 men must move, and there's only one way for the 11 defenders to determine where the ball will eventually go—by the movement of the offensive linemen or backs. These movements are termed "keys." Six important keys follow:

1. Uncovered linemen.
2. Ineligible receivers crossing the line of scrimmage.
3. Pulling linemen.
4. Angle, double team, or power blocks.
5. Flow of backs.
6. Movement of a particular back.

All six of these keys show in the Wing T off-tackle slant in **Diag. 1**, while the vaunted wingback reverse in **Diag. 2** provides the defense with keys 1, 3, 4, and 6.

The basic plays of the Sliding T and ride series are characterized by

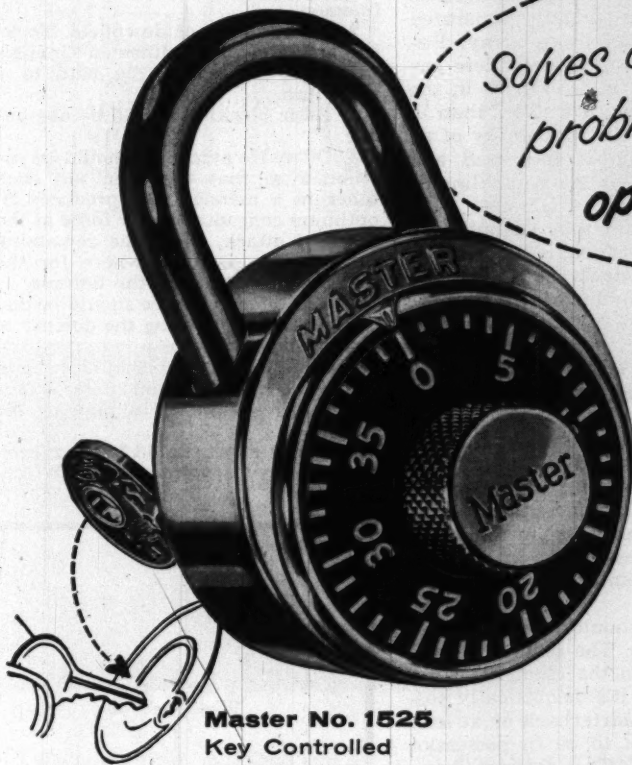


DIAG. 3, RUN-PASS OPTION

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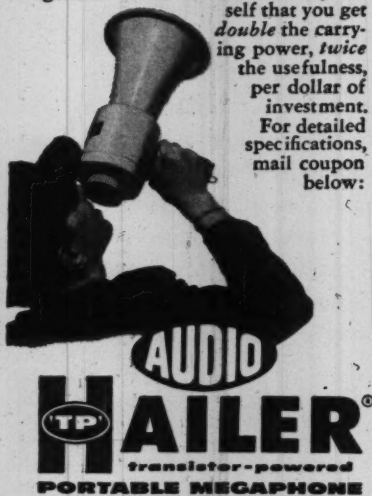
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the flow of backs, and, against most defenses, uncovered linemen. At least one off lineman (ineligible receiver) is used for downfield blocking in the basic plays of the Sliding T.

It's impossible to develop a keyless attack because for every action by the offense, there's an equal and opposite reaction by the defense. Therefore, the only practical solution is to reduce the number of keys to a minimum and to exploit these if at all possible.

The Wing T run-pass option in **Diag. 3** provides an excellent example of exploitation. Here the attack pins down the keying defense by threatening widely separated points in the defensive array. Because the number of defenders capable of sound interference in the area of the thrust is smaller than in **Diags. 1 and 2**, the probability of an appreciable gain is increased and the possibility of gang tackling is reduced.

It may be said that an optimum concentration of force is produced at the point of attack, while the remaining personnel is used elsewhere for the purpose of distracting the defense. Notice that the distracting force forms a larger proportion of the total offense than does the attacking force.

Generally, it's true to say that the larger the force that's effectively used for distraction, the greater is the chance of the concentration succeeding in its aim; for, in this manner, much pressure is brought to bear on a minimum number of defenders.

Distraction shouldn't be confused with deception. The plays in **Diags. 1 and 2** contain the element of deception in that it's theoretically possible for the quarterback or at least one other back to be in possession in either play. The defense, however, is provided with an abundance of keys. It's able to achieve a swift change of front in **Diag. 1** and move quickly to the threatened area in **Diags. 1 and 2** because it hasn't been deprived of its freedom of action.

Two other principles, speed and dispersion, must be integrated with distraction in order to produce a most advantageous strategic situation. The ideal situation should result when the attacking force is initially dispersed and is able to strike quickly enough to capitalize on any advantage obtained through the use of distraction.

This integration of dispersion, distraction, and speed should cause severe defensive complications, for the threat to the opponents' freedom of action is the sequel to his psy-

chological downfall.

In offensive planning, the psychological aspect should be combined with the physical if the opponent is to be unbalanced. Plays that tend to lean heavily toward the psychological, such as the delayed pitchout, bootleg, and naked reverse, are long gainers when called at the proper time.

From the preceding discussion, it follows that if disruption of defensive organization and distribution is to be accomplished, the following seven conditions must be satisfied:

1. The structure of the formation should be such as to force defensive coverage of most interior offensive linemen.

2. The number of downfield blocking assignments for linemen (ineligible receivers) should be held to a minimum.

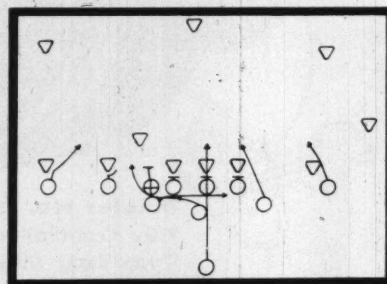
3. Basic blocking should be one-on-one.

4. Offensive personnel should be positioned so that they can aid each other in a manner that produces an optimum concentration of force at the point of attack, while the remaining personnel is used elsewhere for the purpose of distracting the defense.

5. The offensive force should be dispersed, thereby forcing the defense to cover a broad front.

6. Maximum speed should be employed so that the point under attack cannot be reinforced in time by the defense.

7. Every effort should be made psychologically to outmaneuver the opponent.



**Diag. 4, Unbalanced Line**

The pattern in **Diag. 4**, which is one of the basic patterns discussed in my book, *Football Offense in Revolution—The Bifocal Attack* (Pageant Press, Inc.), meets all of the requirements that are essential for easier defensive dissolution:

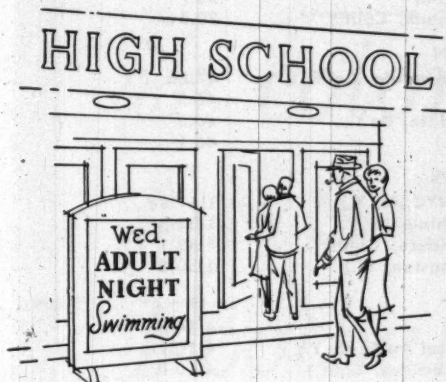
1. The preponderance of line and backfield strength to the strong side of the offensive center will probably force the defense to cover all strong-side linemen.

2. Linemen (ineligible receivers) are seldom required to block downfield, because both ends and the wingback are available for this duty.

3. A back (the close back) is in position to move toward the weak side and provide a distraction for the basic Sliding T play—the handoff.

(Continued on page 94)

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# All-American High School Track Team

• Nine repeaters and five juniors star-stud *Scholastic Coach's* 11th annual four-deep All-American. Featuring those twin wonders, quarter-miler Uli Williams and middle-distance phenom Tom Sullivan, the best-ever honor squad embraces 49 athletes from 17 states.

Double-event winners other than Sullivan include sprinter Ray Etherly and high hurdler-high jumper Roy Hicks. Special honors also go to Henry Carr for being picked in the 200-yard dash for the third straight year.

Compiled by **DON NASH**  
and **FRANCIS ERROTA**  
*Track and Field News*

# 1961

<b>100-YARD DASH</b>		<i>Best Mark</i>
PAUL ANTHONY (Wingate, Brooklyn, N. Y.)		9.7
RAY ETHERLY (Albuquerque, N. M.)		9.5
BILLY FOSTER (Sunset, Dallas, Tex.)		9.5w
ALVIN WASHINGTON (Pelham, N. Y.)		9.5
<b>220-YARD DASH</b>		
*FORREST BEATY (Hoover, Glendale, Calif.)	20.2w	
HENRY CARR (Northwestern, Detroit, Mich.)	20.1w	
	20.6	
RAY ETHERLY (Albuquerque, N. M.)	20.7	
RALPH TURNER (Burroughs, Burbank, Calif.)	20.5w	
<b>440-YARD RUN</b>		
DAVE ARCHIBALD (Leuzinger, Lawndale, Calif.)	47.0n	
TED NELSON (Andrews, Tex.)	46.5	
DON WEBSTER (Kennett Consolidate, Pa.)	46.5	
ULIS WILLIAMS (Compton, Calif.)	46.1	
<b>880-YARD RUN</b>		
ED DUCHINI (Power Memorial, NYC, N. Y.)	1:51.8n	
MARTY FERKO (Holy Cross, Flushing, N. Y.)	1:51.5	
MIKE GIBEAU (Lincoln, San Francisco, Calif.)	1:53.1	
TOM SULLIVAN (St. George, Evanston, Ill.)	1:50.6	
<b>MILE RUN</b>		
*BRUCE BESS (La Habra, Calif.)	4:14.8	
JOHN CAMIEN (Sewanhaka, Floral Park, N. Y.)	4:10.1n	
MORGAN GROTH (Alhambra, Martinez, Calif.)	4:10.0	
TOM SULLIVAN (St. George, Evanston, Ill.)	4:03.5n	
<b>HIGH HURDLES</b>		
CHARLES ALLEN (Beaumont, St. Louis, Mo.)	14.2	
BOB FOGLE (Marietta, O.)	14.2	
ROY HICKS (Solomon Coles, Corpus Christi, Tex.)	14.1w	
	14.3	
ABRAHAM JOHNSON (McClymonds, Oakland, Calif.)	14.1	
<b>LOW HURDLES</b>		
DAVE BAILEY (Arlington, Tex.)	18.6w	
BILL MACKEY (East Bakersfield, Calif.)	18.4	
JAMES TUCKER (Centennial, Compton, Calif.)	18.8w	
	19.0	
HENRY WEAVER (Mansfield, O.)	18.9	
<b>POLE VAULT</b>		
WARREN BRATTLOF (Galena Park, Tex.)	14-5½	
MIKE GRAVES (El Cajon, Calif.)	14-3½	
JOHN McCORMICK (Newport News, Va.)	14-4½	
BRIAN STERNBERG (Shoreline, Seattle, Wash.)	14-3¾	
<b>HIGH JUMP</b>		
CURTIS CRUM (Castlemont, Oakland, Calif.)	6-7	
ROY HICKS (Solomon Coles, Corpus Christi, Tex.)	6-10	
LEWIS HOYT (San Marino, Calif.)	6-7½	
*RICHARD JONES (Bakersfield, Calif.)	6-8¼	
<b>BROAD JUMP</b>		
*ROBERT McKEEVER (Fremont, Los Angeles, Calif.)	24-3w	
	24-1½	
GALE SAYERS (Central, Omaha, Neb.)	24-10½	
ERNEST WILSON (Plainfield, N. J.)	24-7¾w	
SAM WORKMAN (Taft, Calif.)	24-1	
<b>SHOT PUT</b>		
MIKE BIANCO (El Segundo, Calif.)	63-11½	
DON CASTLE (Cubberley, Palo Alto, Calif.)	65-7¾	
DICK HART (Morrisville, Pa.)	64-2½	
BILL PACE (El Rancho, Pico-Rivera, Calif.)	65-2¾	
<b>DISCUS</b>		
*DAVE DAVIES (Hudsons Bay, Vancouver, Wash.)	179-5	
BOB MORRIS (Glendale, Ariz.)	181-5½	
CARL PELLEGRINI (Jesuit, Dallas, Tex.)	189-5½	
*BOB STOECKER (Los Altos, Calif.)	188-6½	
<b>JAVELIN</b>		
JERRY HINKLE (Exeter Academy, N. H.)	207-5	
DAVE PARKER (Deering, Portland, Me.)	209-7	
DICK MAY (Haddon Heights, N. J.)	207-2½	
RUSS WHITE (Livingston, N. J.)	211-10	

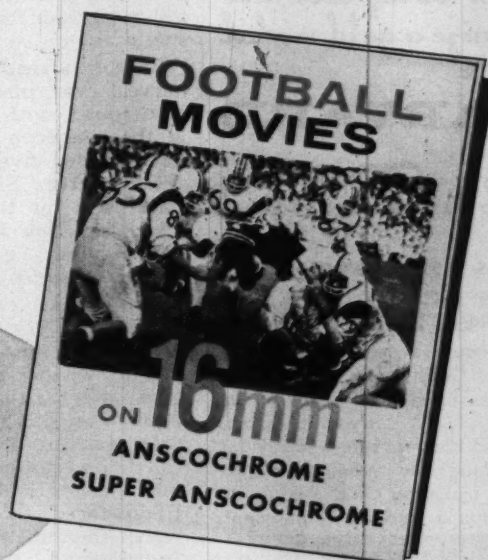
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# 1961 ALL-AMERICAN H. S. TRACK TEAM

**S**UPER stars *Ulis Williams* and *Tommy Sullivan* headline *Scholastic Coach's* 11th Annual High School All-American Track & Field Team, which can be safely described as the greatest of them all.

Williams, of Compton (Calif.), and Sullivan, St. George of Evanston (Ill.), are just two of the nine repeaters on the Squad, which also includes five juniors. Five underclassmen who made it last year missed this time, primarily because of injuries.

Three competitors, including Sullivan, were picked in two events; while *Henry Carr* of Northwestern in Detroit (Mich.) was picked in the 220-yard dash for the third successive year.

California, reaping its richest track harvest ever, placed 20 on the 49-man squad, with Texas once again in the runnerup role with 7. New York landed five places and New Jersey three. States making the honor roll for the first time were Maine and New Hampshire, both of whom placed a javelin thrower. Seventeen states are represented on the squad.

California placed at least one performer in every event, except the javelin, which isn't contested in the state, and has three of its stalwarts in the shot put and high jump.

In selecting this team, boys were rated on consistency, records in major meets, and caliber of competition faced throughout the year rather than on one outstanding performance.

Williams was an obvious choice in the 440 for a second straight year, having never lost a 440 to a high school boy during that time. His :46.1 is the best ever by a prep, being only .4 off the world standard. He capped his great high school career by placing second to Olympic champ *Otis Davis* in the National AAU meet, then went on to win the 400-meter race in the dual meet against Russia in Moscow with a swift :46.7.

Sullivan stamped himself in the books as the finest distance runner in high school annals. His 4:03.5 was easily the best mile ever run by a high school boy, and his 1:50.6 half-mile equalled the national high school record set in 1957 by *Tommy Carroll* of Fordham Prep in New York City. Strangely enough, Sullivan's 4:03.5 cannot be considered a national high school record since it came in non-high school competition.

*Morgan Groth*, Alhambra of Martinez (Calif.), ran 4:10.0 to claim the prep mark and earn a spot on the Squad. Other milers are *John Camien*, Sewanhaka of Floral Park (N.Y.), who ran second to Groth in 4:10.1; and *Bruce Bess*, La Habra (Calif.), who handed Groth his lone defeat of the season. Bess ran 4:14.8 to win the California State title.

Double-event winners other than Sullivan are sprinter *Ray Etherly* of Albuquerque (N. M.) and high hurdler-high jumper *Roy Hicks* of Solomon Coles High School in Corpus Christi (Tex.), who, like Sullivan, are repeaters from last year's Squad.

Etherly placed sixth in the National AAU 220 in stamping himself as one of the great prep sprinters of all time. He had bests of :09.5 and :20.7. Hicks' 6-10 in the high jump has been bettered only by *John Thomas* and *Charley Dumas*, and he shared the best mark in the nation with his :14.1 in the high hurdles.

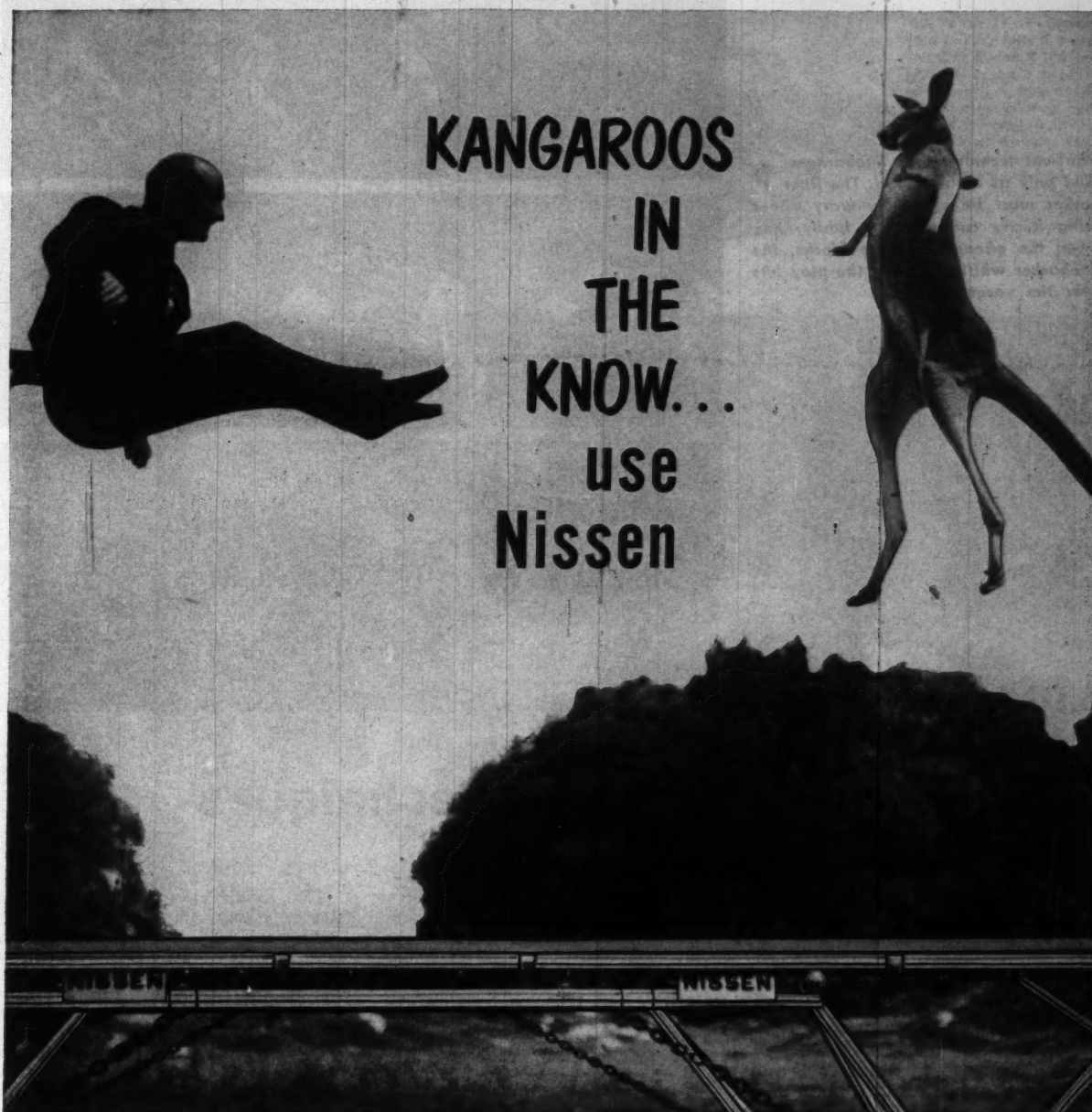
The 11th SC team also boasts two other national record breakers in Californians *Bill Mackey* of East Bakersfield and *Forrest Beaty* of Glendale Hoover. Mackey, unbeaten in low hurdles, clocked a fantastic :18.4 against a slight wind, while Beaty was credited by the National Federation for a 20.2 in the 220. The National High School Records Board hasn't yet ruled on Beaty's mark, pending an investigation of possible wind assistance.

Despite the controversy surrounding Beaty's :20.2, the Hoover junior proved himself a great sprint prospect by winning both California sprint titles. His victims included his season-long intra-league rival, *Ralph Turner* of Burbank Burroughs, and defending state king *Bill Cowings* of Fowler.

Cowings got a late start following a football injury and missed a second year on the SC dream squad. Turner, who won a 220 heat in the National AAU, earned a spot for his consistently fine efforts, which included a :20.5w, another :20.5 behind Beaty's :20.2, and a :21.0 around a turn.

The fine corps of sprinters also includes *Billy Foster*, great triple-event man from Sunset of Dallas (Tex.); *Alvin Washington* of Pelham (N.Y.); and *Paul Anthony* of Wingate in Brooklyn (N.Y.). Foster won both sprints and broad jump in the Texas State meet, Washington was unbeaten in 33 races covering both sprints during the season, and An-

(Continued on page 83)



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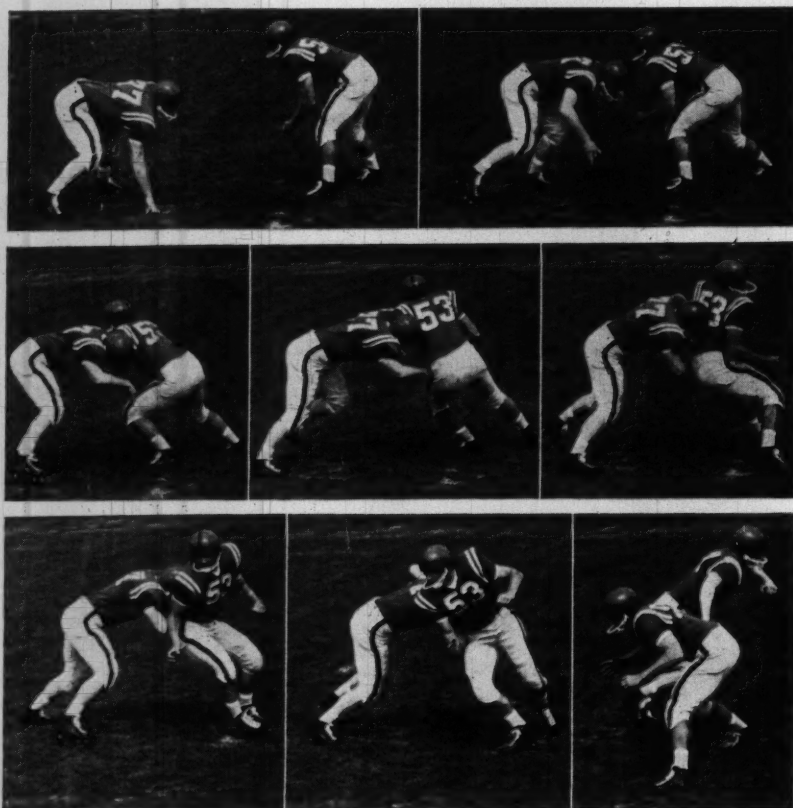
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## Linebacking

### Principles and Techniques

**T**HE real backbone of any defense is good linebacking. You cannot have a strong defense without capable linebackers. Whereas outstanding linebackers can strengthen a mediocre defensive line, mediocre linebackers can weaken an outstanding defensive line.

In building a defensive unit, therefore, prime consideration must be given to the selection of good athletes for the linebacking positions. After that it becomes a matter of coaching.

**Selection and Requirements of Linebacking Personnel.** No phase of coaching is more important than slotting your players into the positions for which they're best suited. With the exception of your quarterback, the most serious screening problem is locating the two best defensive players at the linebacker positions.

The usual procedure is to pick the offensive team, then employ the guard(s), center, and/or fullback as the linebackers. Our wiser coaches, however, pick their linebackers first, then adapt them to offensive positions.

Consideration should be given to the following physical, intrinsic, and technical prerequisites in selecting linebackers:

1. **Good size, ruggedness, aggressiveness, and courage.** Size is essential, since the linebacker will not only move up into the line on occasion, but must meet the play in the hole at the line of scrimmage.

A small or medium-sized linebacker, though an excellent tackler, doesn't have the physical toughness and durability to meet the interference and/or ball-carrier consistently when filling the holes opened in the defensive line. He simply cannot stand up under the physical pounding and strain, and is likely to be injured or constantly ailing.

The small-sized linebacker is also handicapped by the fact that on inside plays he can seldom stop the ball-carrier without at least a couple of yards gain, even when meeting the play at the line of scrimmage. A good running back generally gains some yardage hitting the line, and it takes a linebacker with good size and concentrated shocking power to minimize the gain.

Due to his close proximity to the line of scrimmage, the linebacker will sometimes be blocked legally from behind. It takes good size, ruggedness, aggressiveness, desire, and courage to get up and try to stop the play after having been cut down, especially from behind.

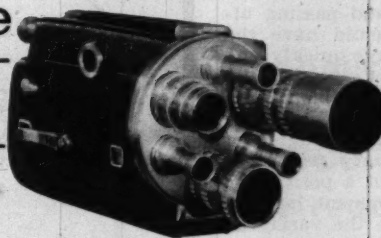
2. **Competitiveness, leadership, intelligence, and confidence.** Great football players are usually strong competitors, have confidence in themselves and their ability, and generally possess qualities of leadership. If you select two of the best defensive players as linebackers, you can expect them to possess these inherent qualities.

Linebackers, usually being the leaders of the defensive team, must be tough mentally as well as physically. They must be willing and able to assume the responsibilities of leadership. The team will follow a leader who leads more readily than one who merely tells them what to do. The linebacker, as the defensive signal caller, must be the leader of the defensive unit. He should direct the defensive strategy quickly and with authority.

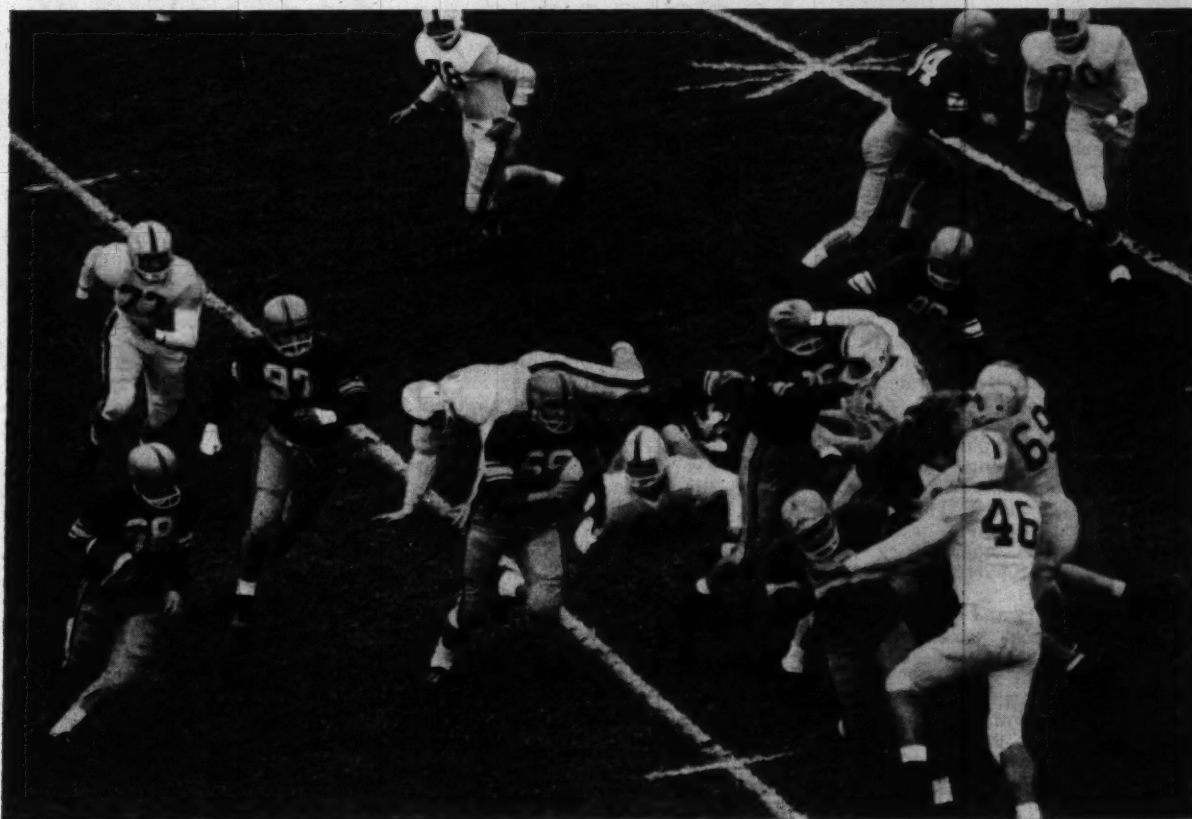
3. **Good football sense.** Through repetitious drill, most players can be taught play recognition and offensive

By **DON FUOSS**, Assistant Coach, Purdue University

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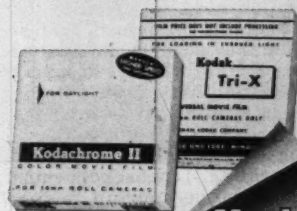
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tendencies. This sort of comprehension is important in defending the opposition's running and passing of offense. Linebackers should have the ability to diagnose plays quickly and surely, and then react immediately.

Since the signal-caller (linebacker) controls the defensive strategy, he must know the defensive alignment and assignment of every teammate. And, since he's also in a position to see the offensive deployment, he must be taught to recognize the variations and, if necessary, to check out of one defense and into another that adjusts to the offense.

The linebacker also has the responsibility of closing the offensive line splits, especially in his own immediate area. If the defensive linemen have trouble adjusting to unusual splits and surprise formations, it's the linebacker's responsibility to help them in their alignment and to compensate for improper adjustments. In making a quick adjustment, the linebacker must clearly indicate the exact responsibility to the other linemen involved.

On every play a linebacker must be cognizant of what the opposition must accomplish or gain in order to maintain possession of the football. This is probably the most important single factor for technically sound defensive football.

Football smartness also means watching for and exploiting such obvious tips as leaning by offensive backs or linemen, backs cheating in their lateral or vertical alignment, the adjusting of hands or feet by backs or linemen, quarterback wetting his fingers preparatory to throwing a pass, etc.

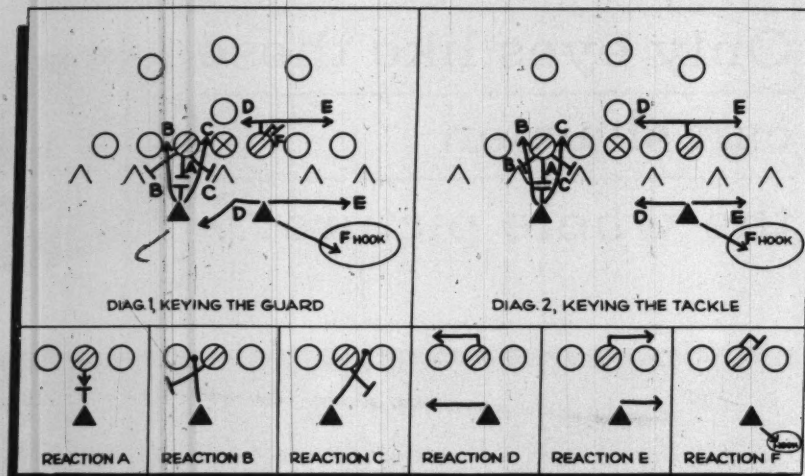
#### 4. Good mobility and quick reaction.

The typical linebacker must be a combination of a defensive back and lineman. Since he's usually part of the forcing defense, he must be able to handle the running play to his area. If the play doesn't hit in his area, he must keep himself free to support outside.

A linebacker doesn't have to possess great speed, but he should have first-step quickness. Assuming he's keying and not gaming or stunting, he must react and move quickly after reading his key, without first false-stepping. On almost every offensive play, someone will try to block him; and he must be able to shed blockers quickly and have good mobility. With so much emphasis on the passing game, additional attention must be given to the linebacker's ability to defend against the pass. The linebacker is an integral part of pass defense whether dropping off to cover the short zone, rushing the passer, or holding up an intended receiver.

**5. Taking correct angles of pursuit and good tackling.** Linebackers must be masters of proper pursuit angles. The good ones know the correct angle of pursuit against every running and pass play. This is another facet of football smartness.

By studying the offensive attack and its personnel, the linebacker can



judge his speed in relation to the ball-carrier's. After the primary line of defense makes its commitment, the linebacker is usually in the best position to make the tackle, which usually should be near the line of scrimmage.

If the ball-carrier gets by the linebacker, the latter must change his course and attempt to intercept the runner by using the proper angle of pursuit in a second effort to tackle him.

Misjudging the speed of the ball-carrier is a common mistake that places the linebacker at a disadvantage. If he over-runs the play, he cannot maintain the proper leverage on the ball-carrier, who'll now be in a position to cut back through the linebacker's vacated territory. Over-running the play also permits blockers to knock the linebacker beyond the running lane, preventing him from maintaining proper leverage on the ball-carrier.

Under-running the angle is just as bad a mistake, as it leaves the linebacker chasing the ball-carrier from behind, with little, if any, opportunity to tackle him.

By employing the proper pursuit angles, the linebacker can use his teammates or the sideline as his ally.

All of these skills, qualifications, and attributes are of little importance and significance if the linebacker lacks the courage or desire to make the tackle; and all of his efforts will have been for naught if he misses the tackle. Consequently, the linebacker must be a good tackler.

**Stance.** It's important for the linebacker to take a good stance and be in the correct alignment so that he can come into an effective hitting position and react properly upon the snap. A good stance incorporates the following:

1. Semi-upright two-point position with the weight equally distributed on the balls of the feet. The feet are shoulder-width apart with toes pointed straight ahead parallel to each other, either even or staggered. If staggered, the inside foot should be forward and the outside foot back in a toe-to-heel

or instep relationship, whichever feels the more comfortable.

The positioning of the feet depends on the individual coach, and what he wants his linebacker to accomplish. As an illustration, with the feet *even* and parallel the linebacker can move laterally in either direction more quickly. With the feet *staggered* and parallel, the linebacker cannot move as quickly laterally to his inside as to his outside, since the inside foot is forward.

The staggered position, however, enables the linebacker to move back to his hook zone, laterally to his outside or forward to meet an offensive blocker, more quickly. Regardless of foot position, it's imperative for the linebacker to meet the blocker firing out at him with his inside foot forward.

2. The knees are flexed slightly and point straight ahead.

3. The hips are flexed and the body crouched slightly in a comfortable position.

4. The shoulders are parallel with the line of scrimmage, with the arms hanging straight down with a slight bend at the elbows. The hands are generally clenched.

5. The head and eyes are in a position that permits the linebacker to watch his key and react immediately. In most instances, the linebacker will be keying an offensive lineman.

**Position and Alignment.** It's imperative for the linebacker to take his correct lateral and vertical alignment in order to operate with maximum efficiency. In a normal situation against normal line splits, the linebacker's lateral position will be:

If in the Oklahoma 5-4 alignment, shading the outside ear of the offensive guard. If in the Wide Tackle 6-2 alignment, on the outside ear of the offensive tackle.

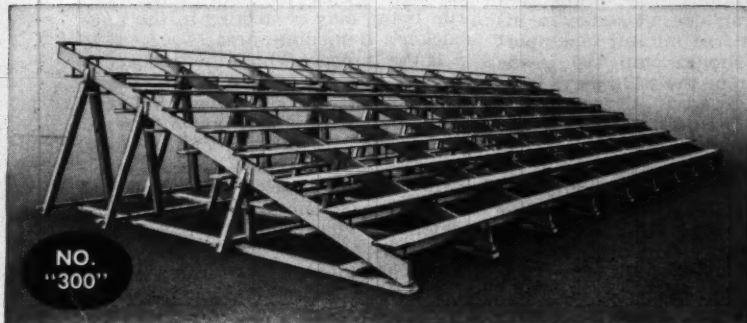
Consequently, his inside foot will approximately split the crotch of the offensive man opposite whom he's playing.

His vertical position will be approximately 1½-2 yds. off the line of scrimmage in the normal situation.

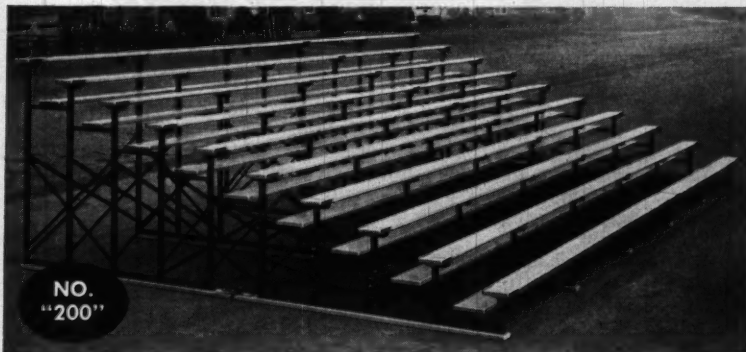
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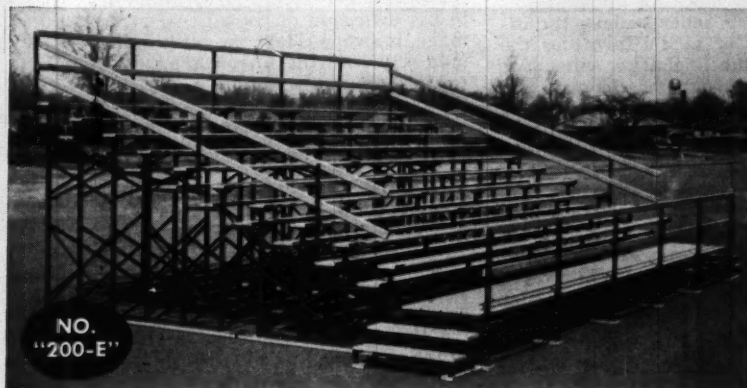
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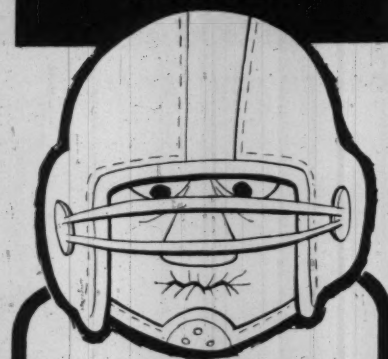
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In a short-yardage situation, excluding the other factors in the tactical situation, the linebacker normally will move closer to his respective offensive player. On long yardage, the linebacker normally will loosen so the interior linemen cannot legally fire out and block him.

A general rule in a long-yardage situation, without considering the entire tactical situation, is for the linebacker to play off the line of scrimmage approximately half as far as the distance to be gained by the offensive team.

**Responsibilities, Keys and Reactions.** As was indicated previously, the linebacker is a part of the defense's forcing unit and he must be able to handle the running play to his area first. If the run doesn't strike in his area, he must free himself to support outside. He should stop the inside plays, and pursue the wide plays from inside out.

In the Oklahoma 5-4 defense, unless stunting, he should key and react to the offensive guard opposite him. In the Wide Tackle 6-2, he should key and react to the tackle opposite him. **Diags. 1-2** illustrate the six reactions of the linebacker keying the offensive guard in the 5-4 alignment and the tackle in the 6-2 defense.

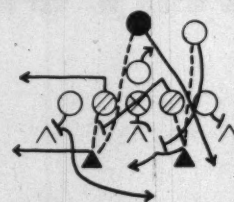
In practice drill versus a skeleton offense, most linebackers will watch their keys and react favorably. When working against a full offensive unit, however, the linebackers will often forget their keys and watch the offensive backs.

Linebackers must be drilled to watch their key and read it properly in order to operate with maximum efficiency. By inadvertently watching the backfield action, the linebacker can be pulled out of position by the deception. This neutralizes and destroys the linebacker's aggressiveness and effectiveness.

Some coaches want the linebacker to look into the offensive backfield for his key, regardless of whether he's playing the defense straight or stunting. If the defense isn't stunting and the linebacker is keying a back instead of the lineman opposite him, it's difficult for him to hold his ground against a good blocking lineman.

Many other coaches believe the offensive guard or tackle furnishes the best key for the linebacker whenever he's playing a straight defense and isn't stunting, since the guard or tackle will indicate the play quicker than any other key. At times the interior lineman will false-key the linebacker, as illustrated in **Diag. 3**. Counter measures to combat the false key will be discussed shortly.

If the offensive guard (**Diag. 1-A**) or tackle (**Diag. 2-A**) fires out to block the linebacker, the latter should step forward with the inside foot, lower his tail, and deliver a forearm lift to the blocker, using the outside hand to help keep him away from the linebacker's vulnerable area. The blow should be delivered from underneath the opponent and should raise him, so that the linebacker can continue to



**DIAG. 3, KEYING ON BACKS**

move with the ball and not be tied up by the blocker.

The linebacker cannot afford to be driven in or out, and should never be knocked off his feet, opening an alley through which the ball-carrier can run if the play is striking in the linebacker's immediate area.

If the lineman, whom the linebacker is keying blocks to his right (**Diags. 1-B and 2-B**) or left (**Diags. 1-C and 2-C**), the latter should move forward on an angle to the side of the block, not crossing the line of scrimmage.

In the Wide Tackle 6-2 defense: If the offensive tackle blocks in on the defensive guard, the linebacker can generally expect the off-guard to trap out. If the tackle blocks out on the defensive tackle, the linebacker must be drilled to look immediately for the halfback (or fullback) blocking him.

In the 5-4 alignment: If the offensive guard blocks in on the middle guard, the linebacker shouldn't penetrate across the line of scrimmage, making it difficult for the off-guard to block him. The linebacker should look for the halfback's block first, then the trap block—in the event the halfback (fullback) doesn't block.

If the offensive tackle blocks down, the linebacker must fight pressure to the outside. The linebacker may have to employ whirl-out techniques if he cannot fight through the head of the tackle to the outside. He shouldn't attempt to go to the inside of the tackle's block. Since he'll be arcing instead of angling, chasing instead of pursuing, he'll miss the tackle.

If the linebacker's offensive key pulls to either side, right (**Diags. 1-D and 2-D**) or left (**Diags. 1-E and 2-E**), the linebacker should go with his key to his own side of the line of scrimmage. It's very likely the pulling lineman will lead the linebacker directly to the ball or reasonably close to the critical point of attack.

At times the linebacker will be hurt by a false keying lineman (**Diag. 3**), but such plays aren't run too often. Whenever they are, the defensive strategy will have to be altered. It's a small risk, however. While such plays look very effective on paper, they seldom break clean. They're generally used as a surprise measure in a critical-yardage situation.

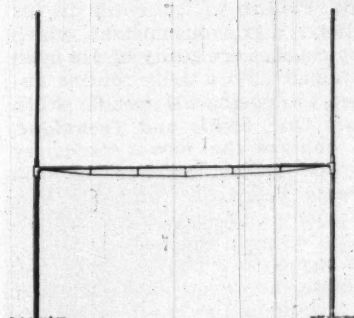
Other counter measures include stunting or gaming the defense, which generally neutralizes such plays, or changing the linebackers' keys from the offensive linemen to the remaining backs (**Diag. 3**). The linebackers

(Continued on page 85)

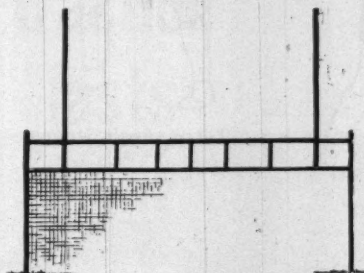
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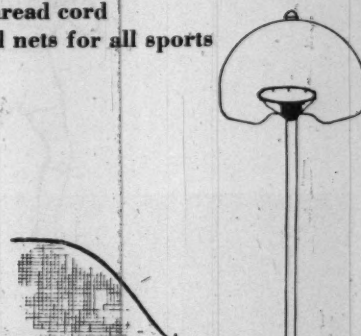
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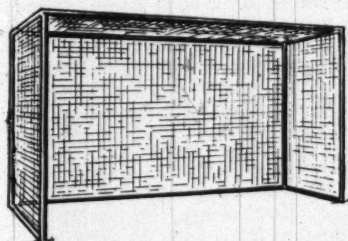
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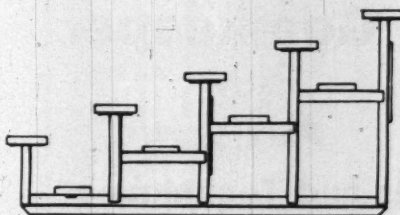
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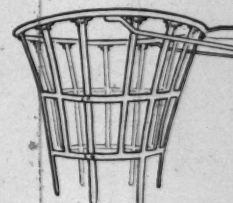
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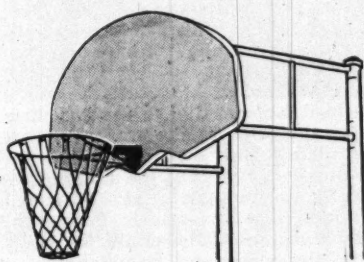
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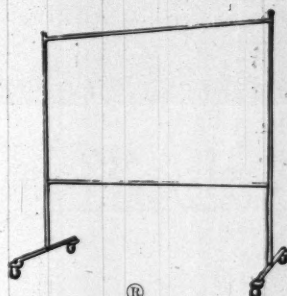
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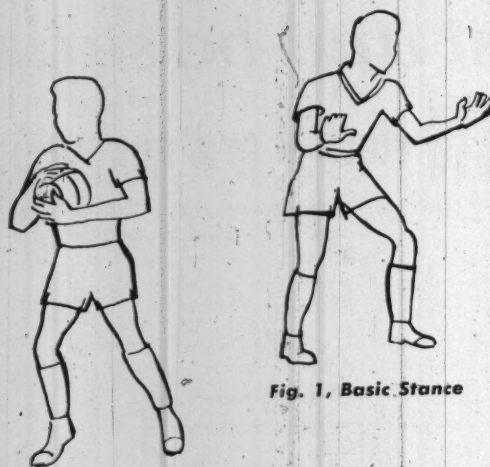


Fig. 1, Basic Stance

Fig. 2, Safety Grip



Fig. 3, Handling Low Ball

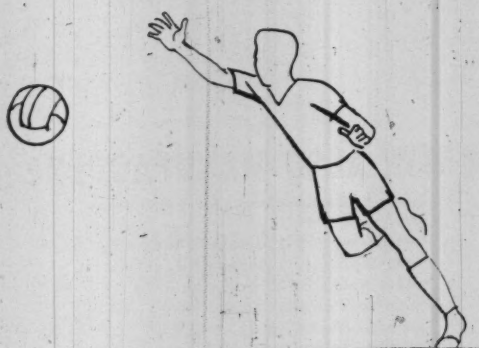


Fig. 4, Dive to Right

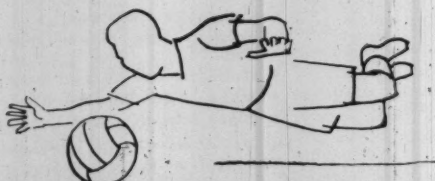


Fig. 5, Gathering Ball After Dive

# Training the Goalkeeper

## Part 1 Skills and Techniques

By DANA H. GETCHELL

Asst. Coach, Harvard University

**G**OALKEEPERS are an integral part of the soccer team, both defensively and offensively. An attack often commences with an intelligent throw from the 'keeper's hands. Failure to train him in his position is a grievous mistake, which many coaches are guilty of. He must be trained with a daily routine designed to develop his specific skills.

Part One, **Skills and Technique**, will analyze the moves necessary in good goalkeeping. Part Two, **A Training Procedure for Daily Use**, will include the qualities characteristic of good goalkeepers and a drill sequence which not only will facilitate the development of skills, but will help the coach judge his material and select the right men.

Let's take a look at the skills necessary in goalkeeping. One key factor to bear in mind while studying this analysis is that the whole body, not merely the hands, participates in each movement.

**The Basic Stance:** All moves start from this position. The 'keeper should be comfortable and relaxed, one pace in front of the goal line. Feet shoulder width apart, but no more. Knees bent, slight crouch forward, and weight on the balls of the feet. The arms should be up, with the hands at shoulder height, palms out and fingertips up (Fig. 1).

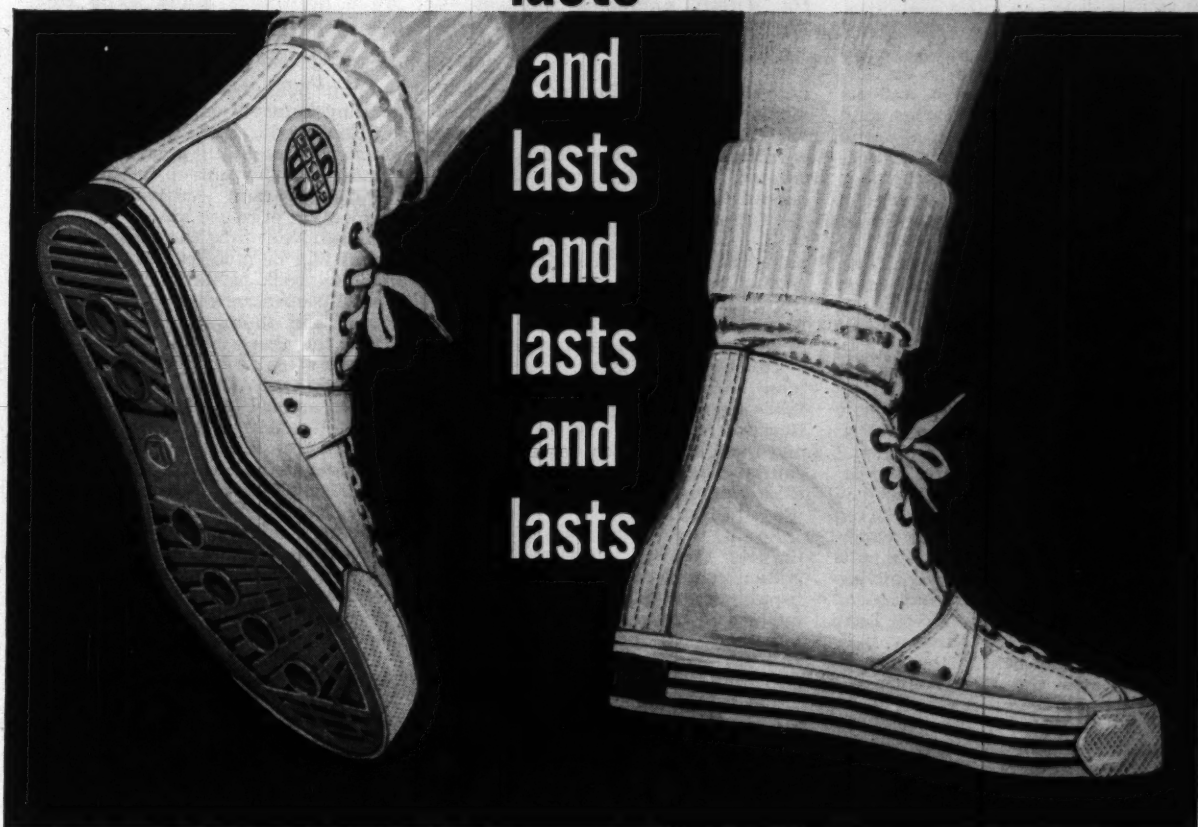
**The Safety-Grip:** Following all moves, the goalkeeper quickly brings the ball to his chest with the throwing hand spread over the top half of the ball, the other spread over the bottom, elbows down at the sides. It's difficult to dislodge a ball held in this position (Fig. 2).

**Short Move to the Right or Left:** Starting from the basic stance, step off with the left foot if moving left or with the right foot if moving right. Slide the trailing leg up to the leading leg. On low balls, step off with the lead foot parallel to the goal line. Bring the knee of the trailing leg to the pitch, close to the heel of the leading foot, keeping the trailing leg parallel to the goal line. Twist the trunk to face the attack, letting the body form a wall behind the ball, with the arms and hands down to form a ramp or scoop (Fig. 3). As the ball is controlled, bring it up to the safety grip position.

**The Dive:** Start from the basic stance. If diving to the right, pick the right foot off the pitch by bending the right knee. Forcefully throw the head, shoulders, raised arms and hands toward the right while pushing off with a cocked left leg (Fig. 4). Make a full length dive, landing on the side of the right leg, body, shoulder and fully extended right arm, which blocks the shot as the left arm and hand curl around and gather the ball to the body (Fig. 5). Dive

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out at a 30° angle to the goal line to avoid contact with the posts.

On a dive toward the right, be careful not to bend the right arm under the body, which an inexperienced boy will do to break his fall. An old mattress used during diving drills will help overcome ground shyness. The 'keeper will learn that he cannot injure himself if he dives full length on his side, but never on his stomach or with an arm under him.

To be a successful, agile diver, the 'keeper must be confident he won't get hurt. He'll gain confidence with correct technique and landing position and by equipping himself with baseball sliding pads and knee and elbow guards during training. He'll also learn that he can become airborne and control himself while in the air, if he gets momentum, drive, and direction by utilizing head, arms, and shoulders synchronized with a strong spring-off. A good dive should ultimately carry him out beyond the post.

The professionals cock their legs in mid-air by bending their knees, thus attaining an extra "snap" or bit of "English" by kicking when necessary. On every dive, the goalkeeper must realize he has but one initial push-off; therefore, it must be the strongest possible.

**Catching:** American boys naturally handle a ball well; it's difficult to re-make natural movements. However, a goalkeeper should catch by extending the sides of the hands on a horizontal plane, instead of reaching for the incoming shot with the fingertips, baseball or basketball style, to avoid finger injuries incurred while catching spinning, heavy, or misjudged balls (Fig. 6). On high balls, take advantage of the arm length and reach which attackers do not have. Leap high and catch every possible ball, getting the hands behind the ball.

**Tipping over the Bar:** As tipping awards the opponent a corner kick, it should be avoided if at all possible. As a desperation move, however, it's a valuable skill. Tipping is only performed on high balls around the crossbar. The goalkeeper must leap high with arms in front, palms up and fingertips pointed back toward his face.

On contact with the ball, push up

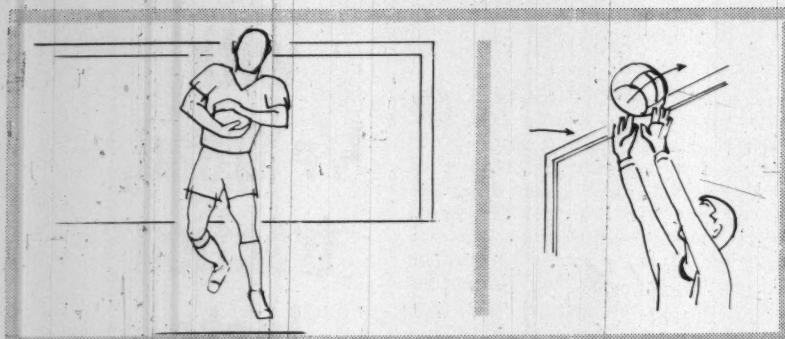


Fig. 6 (left) extending sides of hand on a horizontal plane while catching the ball. Fig. 7 (right), pushing up underneath the ball (tipping).

underneath it, allowing the ball's momentum to carry it over the crossbar (Fig. 7). If the ball is misjudged, it will crash off the double barrier created by the forearms. Under no circumstances should you reach for the ball with the fingertips and throw it over your shoulder. The main points are: concentrating on the ball; getting up in the air with a well-timed, strong leap; making a decision to catch or tip; and placing arms up, fingertips back, and palms up.

**Punching:** The skill, used on high loose balls in and near the goal area, takes a good bit of practice to develop. Because American boys catch so well and most balls which can be punched can be caught, punching isn't popular. Like tipping, a desperation measure, it's a useful skill.

Again, the initial leap is essential. Contact the ball with two fists together, palms down, the bent elbows supplying the action (Fig. 8). Always punch for distance. Avoid one-fisted punching; it's too easy to misjudge and too small a contact for effective punching.

**Throwing:** Again, American boys are particularly adept at throwing a ball; take advantage of this. A good throw—fast, low and accurate—insures possession. A punt, on the other hand, involves loss of possession and less accuracy. Valuable time is lost while the punt follows its high trajectory and returns to the pitch, with the possibility of several time-con-

suming bounces or a bungled trap stalling a fast breaking attack.

The 'keeper should recognize his offensive potential; a strong, intelligent throw 40 yards up the field drops behind opposing halfbacks, placing immediate pressure on the opponent's defense. Next time the opposing halfbacks will be more cautious on attack and lay back to intercept the throw, thereby opening a gap between halfbacks and their attacking forwards. Then the throw simply shifts to the 'keeper's inside men or wing halves.

Goalkeepers should work on their throw against a backboard as part of their daily practice routine. The ideal throw drops over a teammate's shoulder as he moves in the direction of the goal under attack, eliminating time lost in trapping, turning, and moving away with the ball.

**Punting:** The goalkeeper does employ this skill, especially on wet days with a heavy ball and to relieve the pressure of a sustained attack. Punt low, holding the ball close to the pitch, and follow through with the toe down. Accuracy is difficult, but punt toward the wingers, away from the center of the field. Never punt with a man standing in front of you. Fig. 9 shows you what can happen.

**Coming Out of the Cage:** 'Keepers utilize practice sessions and scrimmages to judge how much ground they can cover and to develop their ability to make the decision on when to leave the net. After the decision, the 'keeper shouts to his backs to let them know he'll play the ball, so that one of them can fall back to cover the goal. As success in coming out of the net often depends on a fast break, include short sprints in the 'keeper's practice routine.

Coming out against one attacker possessing the ball, the 'keeper watches the ball and dives the instant after the dribbler's foot touches it. The dive is made across the path of the ball. As the 'keeper comes up with it, he rolls, turning his shoulder into the dribbler so that his body comes between the dribbler and the ball (Fig. 10).

It's important to get up and get rid of the ball quickly following a save in order to catch opponents up-

(Continued on page 68)

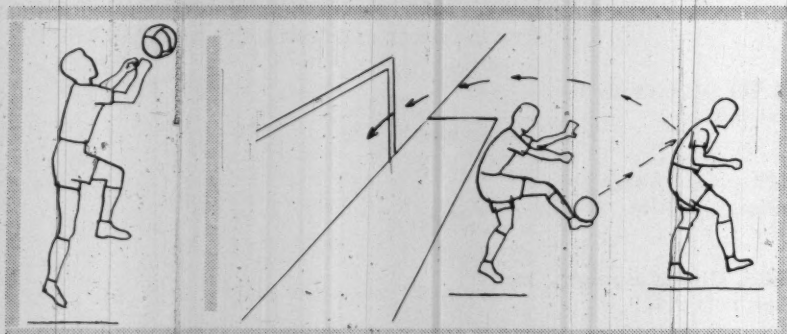


Fig. 8 (left), punching the ball. Fig. 9 (right), what can happen when you punt with a man standing in front of you; punt toward the wingers.

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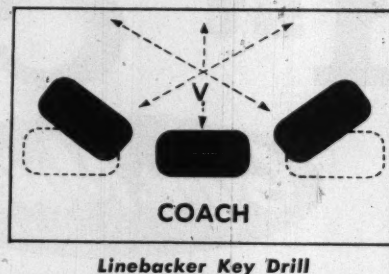
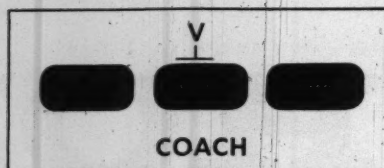
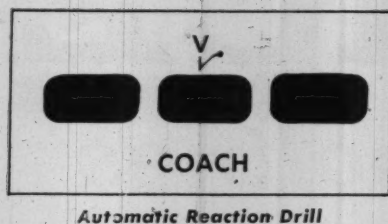
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## Defensive Reaction Drills

By **ED BUTLER**, Longfellow Jr. H. S., Massillon, Ohio

**M**OST football coaches would like to have big, heavy, well-built players. But without the essential ingredient of movement, the big boy is just another player. By movement, I mean agility and reaction time. Movement is vital on offense and even more so on defense. I believe it's the equalizer to offense.

For years coaches have been trying to reduce their defensive players' reaction time. Many coaches have gotten it down (reacting to movement and hitting out) to three-tenths of a second. I believe, however, you can produce an even lower reaction time and hence a better player, with superior techniques, "blast," and coaching.

Scrimmage is generally excellent for improving movement. If, however, the smallness of your squad makes scrimmage impractical, movement can be improved with two- and three-man drills, or even better, with the lately developed Crowther defensive reaction machine.

More than you and I realize, the offensive sled has aided modern football. With it a player can (1) hit the machine repeatedly and hard, (2) perfect the right technique, and (3) relieve the coach of any anxieties concerning injury to key personnel. Now the defensive reaction machine offers the same rewarding advantages.

Many coaches use the offensive sled for defensive training, having the players react to sounds such as "Hit" and "Go." Though this is fine

training for offense, a defensive player must react to what he sees, not to what he hears. The defensive reaction machine, with its helmet and swinging wings, provides stimulation for quicker reactions and better agility.

### AUTOMATIC REACTION DRILL

1. Assume proper stance and location, keying on helmet.
2. On helmet movement, deliver blow to proper pad with straight-arm shiver or lift, and immediately recover location and stance.
3. *Coach:* repeat helmet movement three or four times; stress a quick recovery.

### THE POWER DRIVE

1. Assume proper stance and location.
2. On helmet movement, deliver blow to middle pad and drive sled

about five yards. If sled is anchored, chug feet.

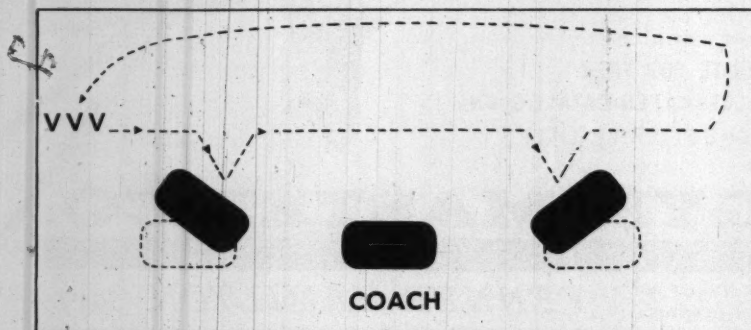
3. Double-arm lift or stiff-arm shiver will be most effective.

### DOUBLE-TEAM DRILL

1. Assume proper stance and location, using peripheral vision on helmet.
2. On helmet movement, blast machine with single lift, double lift, or shiver, chugging feet.
3. *Example:* Dip helmet forward, then release one wing to simulate double team. Then turn to and fight pressure.

### LINEBACKER KEY DRILL

1. Assume good position with arms low and ready to deliver a blow.
2. Blast machine on helmet movement and recover to middle. If helmet moves back, drop off to pass zone. If helmet moves back, then left or right, go with it as if keying a pulling guard.
3. *Variation:* Have LB chug feet while waiting for helmet to move.



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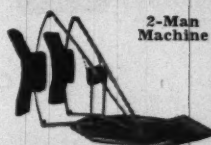
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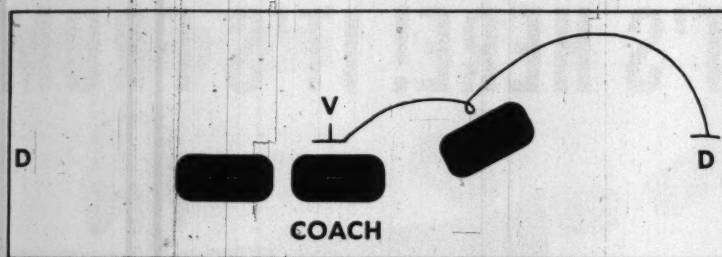
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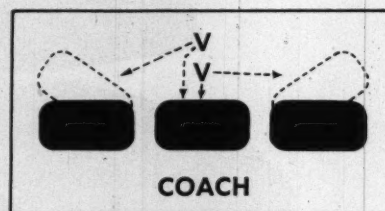
1. Release both wings before drill begins.
2. Move from right to left or vice versa. When moving in front of wing, use shiver to engage wing and move on by to next wing.
3. *Coach*: Teach leg position to avoid being hooked. Remind players to lock elbows on shiver; bent arms will bring blocker closer to legs.
4. *Time-Saver*: Have players form a continuous circle.

### SPIN DRILL

1. Assume proper stance and location for position being played.
2. As helmet dips forward, react and release one wing. Deliver blow to wing, drop near leg while rolling toward pressure, and come up chugging with arms ready for tackling.
3. *Coach*: Remind players they must attempt to recover ground lost while spinning and to stay low.
4. *Variation*: Have defense hit an Air Bag to stress getting back to line of scrimmage after their spin.

### STUNTS FOR 5-4, 5-3, 6-2, etc.

1. (Both players) assume proper stance and location for stunt.
2. On helmet movement, fire into area for which you're responsible.
3. Machine must be anchored if used for stunts.



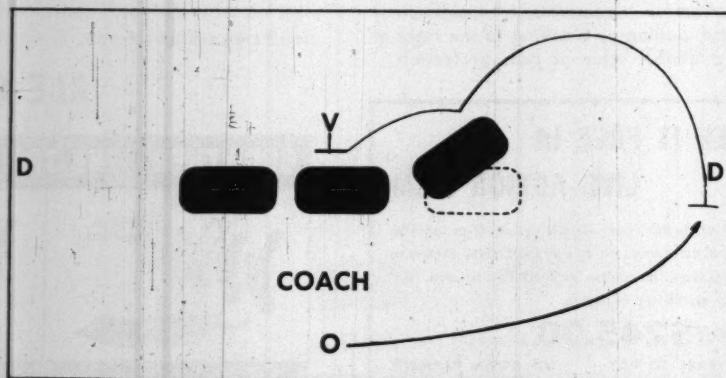
Stunts for 5-4, 5-3, 6-2, etc.

### PURSUIT DRILL

1. Assume proper stance and location.
2. Deliver a blow on helmet movement.
3. Locate halfback behind machine and move to best possible tackling position.
4. *Coach*: Place one hand behind back and signal offense which direction to run—right, left, quick-kick action. Advise offense not to run until moment defense delivers a blow.

The mere design of the reactor causes coach and player curiosity. I have used many drills on the Reaction machine, some taken from its accompanying training film and others designed to satisfy a need.

The following drills are but a few of the many that can be used on the reactor. If you're fortunate enough to own such a machine, your chances of success are greater. Always remember: *preparation* lessens the need for *luck*.



The Pursuit Drill



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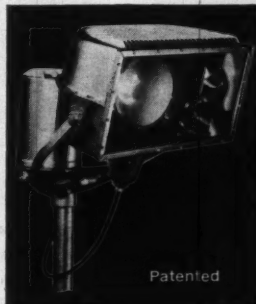
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**A group of Golds, Purples, and Blues demonstrate the hanging-grip apparatus, one of the most difficult pieces of equipment in the program—accounting for much of the excellent upper arm and shoulder girdle development that all La Sierra High School boys possess.**

## La Sierra's Fitness Program Panacea for Youth Unfitness

### PART I



**A Blue and three Purples demonstrate correct method of negotiating the 40' horizontal cable, considered an important survival training exercise. Other Blues in the background are practicing the agility run test.**

**By STAN LePROTTI**

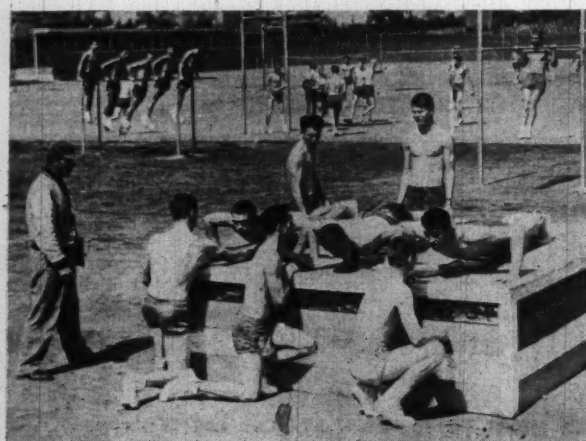
**Physical Ed Director, La Sierra H. S., Carmichael, Calif.**

**L**A SIERRA High School has developed a program which, in the opinion of many renowned authorities, represents the ultimate answer to America's youth fitness problem. Perhaps the nation's foremost high school fitness program, it has excited everyone who has seen it and is now being emulated by dozens of schools across the country. Much of what it stresses can be identified with President Kennedy's long-range, national physical fitness program.

The philosophy of "play" has been the basis of far too many physical education programs in this nation. Relatively little emphasis has been directed toward the attainment of a high level of physiological development by all participants.

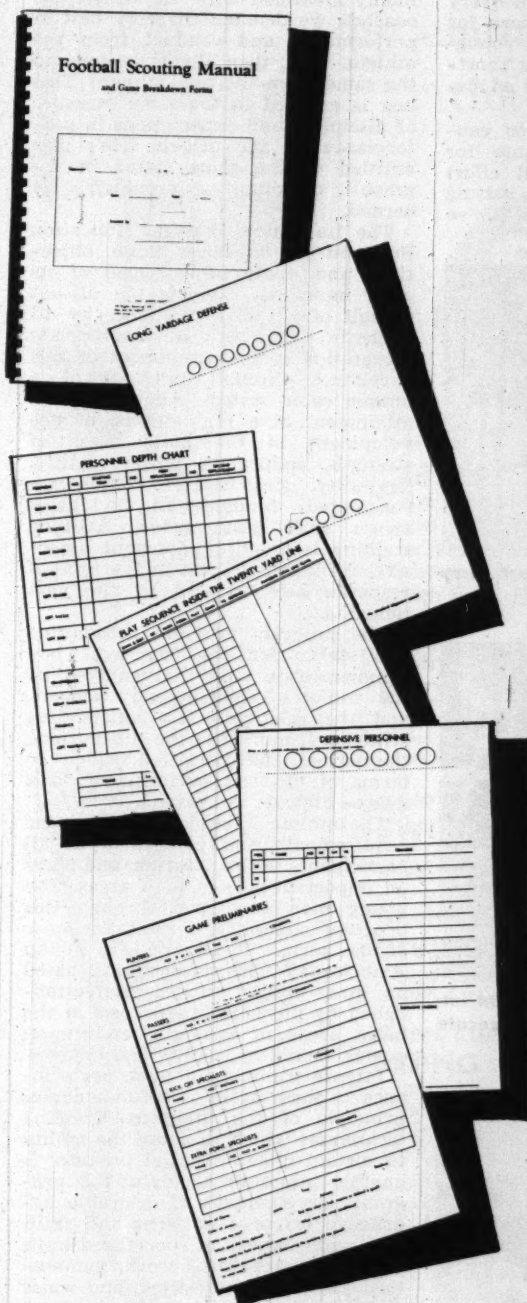
Physically the "average" American boy is poorly trained and developed in the basic areas of strength, endurance, power, flexibility, agility, and balance. He has seldom been challenged or required to expend himself physically. Nor has he been able to identify himself with desirable goals in terms of physical achievement. Relatively little attempt has been made to develop a well-disciplined attitude and response to the hard work required to produce a well-developed, well-conditioned, highly coordinated body with which to pursue life and be of service to the community, state, and nation.

There's little question that sports and the theory of "play" constitute a valuable and integral part of any physical education program. But, as



**A Blue, Purple, and Gold take a push-up test, while those who've completed it take a workout on the outdoor apparatus. The rest of the Blues may be seen playing a league basketball game in the background.**

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intensive investigation has proved, we've placed far too much emphasis on this factor. In other words, *sports activities and the pursuit of gross sports skills alone have not produced the most desirable end result.* If they had, there'd be no need for a President's Council on Physical Fitness nor a constant need for justifying physical education to educators, community leaders, and state legislators.

The responsibility for our youth's physical incapability is simple to pinpoint. It rests squarely on the shoulders of the physical educator, coach, and administrator. These are the people who have direct control and influence over the program. While the home and community are

in some measure responsible for the lack of a positive and constructive response by our youth, the main driving force must be supplied by those directly responsible for the training of youth.

The enthusiasm and intense desire to achieve and identify with something positive, vigorous, and aggressive should come from the experts. And it should be imbedded in every boy. The lack of critical concern for the average and sub-average youngster has been one of the major shortcomings of too many physical education programs.

Limited funds and facilities cannot be accepted as an excuse for lack of purpose, and all-out effort in dealing with boys and getting them to respond and perform. We've

lacked the courage of our convictions in dealing with the "average" boy. The lad who doesn't participate in interscholastic athletics has been shortchanged, and our approach to this youngster has been far too passive. No one expects or demands much of him in a physical sense.

Our approach has lacked the enthusiasm and aggressiveness so commonly identified with the athlete. As coaches, we demand the very best in performance and conduct from the athlete. Why, then, don't we demand the same from the non-athlete? This boy is entitled to the same measure of discipline and expectations in performance as the athlete. He's also entitled to the same status in the school community, provided it's earned.

The La Sierra Physical Education Program accomplishes these objectives and many others. One of its most important aims is the all-out pursuit of physical excellence by *all* students. Another is appropriate recognition of the attainment of this excellence through the use of a unique color system. Another is the attainment of a high degree of development in the basic areas of strength, endurance, power, agility, flexibility, and balance. These are considered fundamental to gross sports skill performance. Attitude training is another important objective, manifesting itself in the type of response demonstrated by the participants.

The program provides recognition and status for the "average" boy commensurate with that enjoyed by the athletes, student body officers, and the relatively few outstanding scholars. It motivates the sub-normal, the normal, and the gifted student in terms of physical performance to a degree difficult to imagine.

The athlete is subject to the same requirements and conditions as all participants in the program, and plays an important role in both areas. The young men developed through this program exemplify, in the finest sense of the term, "*Physically Fit Young Americans.*" This program is based on three ability groups, each established by physical fitness tests in the basic areas of strength, endurance, power, flexibility, agility and balance.

Intense training for peak performance in these areas is a fundamental principle of the program. Training techniques which promote the ability to sustain under physical pressure is another important factor of this program. Development of desirable aggressive response patterns and skills in a wide variety of specialized units (tumbling, apparatus work, gymnastics, trampoline, wrestling, and water safety and survival training) form another important phase of the program.

Basic to all activities, however fundamental or complex, is the emphasis on sound physical development and conditioning. Participation in sports

(Continued on page 97)

Test Batteries appear on page 64



**Blues, Purples, and Golds execute Man-Lift and Carry Test. Golds must carry victim one mile; Purples, 1,320 yards; and Blues, a half-mile.**



**Swimming instruction, water safety, and survival swimming constitute an important phase of the program. Here a class of Reds (Intermediates) execute swimming skills under supervision of coaches and student instructors.**



**Circuit training (a series of intensive exercises) is one of the many specialized units of instruction in which all La Sierra boys participate.**

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### PHYSICAL FITNESS TEST BATTERY #1—WHITES

Test Item	Minimum Performance	"Star Award" Median Performance	"Star Award" Ceiling Performance
Pull-Ups	2	8	10
Push-Ups	16	24	32
Bar-Dips	4	7	12
Sit-Up (2 min.)	30	45	60
Burpee (4 count—20 sec.)	9	11	13
Bar Vault	3' 10"	4' 2"	4' 6"
Shuttle Run (160 yds.)	32 sec.	30 sec.	28 sec.
Rope Climb	Hands and feet to top—any method	Hands and feet to top using foot clamp	Hands only
Agility Run	23 sec.	21 sec.	20 sec.
880-Yard Run	3:30	3:15	3:00
Man Lift and Carry	220 yards	660 yards	880 yards
Swim 50 Yards	50 sec.	42 sec.	34 sec.

### PHYSICAL FITNESS TEST BATTERY #2—REDS

Test Item	Minimum Performance	"Star Award" Median Performance	"Star Award" Ceiling Performance
Pull-Ups	6	10	14
Push-Ups	25	32	40
Bar-Dips	10	12	16
Burpee (4 count—30 sec.)	19	20	21
Leg Lift (1 min.)	24	30	36
Bar-Snap	3' 5"	5' 1"	6' 5"
Shuttle Run (200 yds.)	35 sec.	33 sec.	32 sec.
Rope Climb (18'—Stand Start)	Hands and feet to top—any method	8.8 sec.	7.8 sec.
Agility Run	22 sec.	21 sec.	19.5 sec.
1320-Yard Run	5 min.	4:45	4:30
Man Lift and Carry	440 yards	660 yards	880 yards
Swim 50 Yards	46 sec.	38 sec.	30 sec.

### PHYSICAL FITNESS TEST BATTERY #3—BLUES

Test Item	Minimum Performance	"PURPLES" Median Performance	"GOLDS" Ceiling Performance
Pull-Ups	13	16	20
Push-Ups	40	56	62
Bar-Dips	16	20	26
Burpee (Alt.—1 arm—30 sec.)	20	21	22
Dodge Run (120 Yds.)	26 sec.	25 sec.	24 sec.
Shuttle Run (300 Yds.)	51 sec.	50 sec.	48 sec.
Rope Climb (30'—Sit Start)	Hands and feet to top—any method	Hands only to top	13.5 sec.
Agility Run	19.5 sec.	19 sec.	18.5 sec.
Agility Course	Finish	28 sec.	24 sec.
Extension Press-Up	1—hold 30 sec.	10	12
Vertical Peg Board	1 trip up and down	2 trips up and down	3 trips up and down
Swim 440 Yards	3:42	3:32	3:00
Man Lift and Carry	880 yards	1320 yards	1 mile
Two-Arm Hand Hang	1:30	2:00	3:30
Mile Run	6:30	6:00	5:45

# Now! Ice-Pak any injury in just 2 seconds!

**Remarkable new discovery!**  
**NEW KWIK-KOLD INSTANT ICE-PAK.**

*Gives instant cold that lasts up to ½ hour! For sprains, swelling, bruises and minor bleeding. Helps minimize injury, speed recovery.*

**Doctors know** that prompt application of cold is one of the most important first aid treatments for injury. And how fast cold is applied can often make the difference between days, and even weeks, of recuperation.

Now a new scientific discovery called KWIK-KOLD makes it possible for anyone—anywhere—to get the medical benefits of cold in a hurry!

**New KWIK-KOLD** Instant Ice-Pak gives you *instant cold* for any injury. Relieves pain on the spot—reduces swelling and minor bleeding. Much faster and handier to use than old-fashioned ice bags and, unlike ice, is always available, is not messy, is easy to carry on trips.

**Quick and easy** to apply. Just squeeze the plastic bag and—in just 2 seconds—you get instant cold that *stays cold* up to half an hour! The tough yet flexible plastic bag conforms readily to body contours. Non-toxic and safe, even if the bag is punctured. Keeps for extended periods of time.

Kwik-Kold provides ready relief for athletic injuries. Used by the 1960 U.S. Olympic Team, Kwik-Kold should be standard equipment for all football, basketball, and baseball teams as well as other athletic groups. For all sports injuries—sprains, black eyes, cuts and bruises—Kwik-Kold is handy and effective, indoors, outdoors, in all seasons.

**New KWIK-KOLD** belongs in the first aid kit of everyone who has to deal with sudden injuries. Get Kwik-Kold from your local first aid equipment supplier or write International Latex Corporation, 350 Fifth Avenue, New York 1, N. Y.



Kwik-Kold can be stored at any temperature, always ready for immediate use. Tough yet flexible plastic bag contains dry Cold-Crystals and an inner pouch of special fluid. When you squeeze bag, fluid is released to activate crystals and give *instant cold*. Apply as you would an ice pack. Bag measures 6" x 9", conforms smoothly to body contours, is not lumpy, messy, or drippy. Dispose of bag after use.

## **How Cold Works in the Treatment of Injuries:**

Cold is medically recognized for its value in the treatment of various injuries. In *minor bleeding*, cold has an astringent action on tissues and constricts capillaries, thus acts to reduce blood flow at the site of the wound. By reducing effusion of blood to wound, cold helps reduce *swelling, inflammation, and discoloration* in bruises and sprains. The local anesthetic effect of cold helps *relieve pain*. And because it restricts blood flow to and from the wound, cold slows spread of venom in treating *insect and snake bites*.

## **How To Use Cold in Emergency First Aid:**

**Sprains.** Elevate injured part to a comfortable position. *Apply cold packs* to sprain to ease swelling and relieve pain.

**Bruises, Black Eyes.** Apply cold pack promptly to bruise for 20 to 25 minutes. Cold inhibits flow of blood to wound, helps limit discoloration, reduce swelling and pain.

**Bleeding.** In bleeding from the nose, the head should be kept erect, as lowering the head tends to encourage continued flow of blood. *Apply cold* to the nose, and if the bleeding is from near the tip of nose, pinch the nostrils together for a few minutes. In bleeding from cuts and abrasions, keep the area raised and *apply cold* in conjunction with other prescribed treatment.

**Insect & Snake Bite:** For bee, wasp and hornet stings, remove stinger with sterilized needle or knife point. *Apply cold* to sting to relieve pain and slow absorption of venom. Apply calamine lotion to relieve itching. For ant, chigger and mosquito bites, wash affected parts with soap and water, then apply paste of baking soda. *Apply cold* to reduce swelling. For snake bite, follow prescribed first aid procedure, using cold application on wound to relieve pain and help limit spread of venom.

**Sunstroke.** For mild sunstroke (marked by headache, fatigue, dizziness and, perhaps, fainting), cool patient off quickly. *Apply cold packs* to head to help lower body temperature.

**Minor Burns.** Follow recommended first aid procedures to exclude air from burned area and prevent contamination. *Apply cold packs* to relieve pain.

**Other Uses.** Cold packs may be considered for use in conjunction with other appropriate first aid measures in treating minor head injuries, suspected appendicitis, headache and fever, toothache, and fainting.



# COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

**O'REILLY** had a miserable day at the track and was down to his last deuce when, just before the final race, he caught sight of his parish priest annointing one of the horses.

"With the holy father blessin' the creature," he reasoned, "how kin he lose?" He put his last two bucks on the horse—which finished a dead last.

Several days later he encountered the reverend on the street and grumbled, "Ye let me down, father. I bet on a horse because ye stop to bless it, and begorra, it finishes last!"

The priest shook his head sadly, "You should have more faith than that, my boy. I wasn't blessing that horse. I was giving him last rites."

**Rocky Bridges** may be slow with a bat, but he's faster with a quip than Matt Dillon is with a gun. He figures he was the most expensive player in baseball last season. The Cardinals bought him for \$40,000. "I played four innings for them," he tells you. "So I cost them \$10,000 an inning."

Now with the Angels, Rocky rooms with Albie Pearson who's even smaller than he is. Across the way Steve Bilko rooms with Ted Kluszewski. Rocky wants the club secretary to revise the pairings.

"If you don't," he warns, "the hotel will tilt."

The basketball coach put the eager, young substitute into the ball game early in the fourth quarter, and the kid went wild. He sank six long shots in a row, pulling his team up from a 10-point deficit. He then called time and ran over to the bench.

"Coach," he said anxiously, "do you think I'm shooting too much?"

**Bulldog Turner**, the great old Bear center, claims that Ed Neal was the only player he could never handle. The 303-pound Packers' middle guard broke the Bulldog's nose on four different occasions, changing Turner's

physiognomy to such an extent that the Big Bear never had much trouble with off-field hecklers.

For example, the Bulldog once got into a violent argument with a nuisance who apparently was looking for a fight. "If you think you can whip me," said Turner, advancing, "you can try it."

The opponent took one look at Bulldog's face and retreated. "Maybe I can't whip you," he said, "but apparently somebody else already has."

Sitting in his office one evening, the tired football coach heard a clap of thunder. He looked up and there was a genie. "What are you doing here?" the coach asked.

"I came to grant you a wish. Is there anything special you want?"

"And how!" murmured the coach. "Boy, could the wife and I use a two-month vacation in Bermuda."

"It's all yours."

"But who'll run the team while I'm gone?"

"I will," replied the genie.

Next morning the coach and his wife were reclining in Bermuda, while the genie was sitting at the coach's

## COACHES' CORNER TREASURY

**A**LL you nice people who've been hanging around this Corner these many years will be interested in Prentice-Hall's new book, "Treasury of Sports Humor." Written by the curator of the Corner, Herman L. Masin, it offers a collection of the funniest rib-ticklers that have appeared in Coaches' Corner plus many other short humorous pieces and anecdotes. As fodder for your speeches and for just plain entertainment, this Treasury is positively tops. You may order your copy from Prentice-Hall, Inc., Englewood Cliffs, N. J.

desk. In walked the equipment manager. The genie explained that he was taking over for the coach. "What can I do for you?"

The equipment manager sneered. "What can you do for me? Huh, make me a 7-man charging sled."

"Okay," said the genie. "You ARE a 7-man charging sled."

Ever hear of a team scoring a touchdown before the clock has even started to run? Can a team score a touchdown with absolutely no playing time elapsing?

It actually happened last season—in the Duke-South Carolina frosh game. As you know, the book states that time starts when the receiving team touches the ball. Duke kicked off. South Carolina let the ball roll untouched into the end zone, where a Duke lineman fell on it for a touchdown! Result: 6-0, with still 60 minutes to play.

**Joe Caragiola**, the baseball announcer and humorist, once caught for the Cardinals. One of the Cards' pitchers at the time was Jim Brosnan, now renowned as a best-selling author (*The Long Season*).

"I was never intellectual enough for Jim," declares Joe. "He's the only pitcher I ever knew who made you feel uncomfortable. When the catcher went out to talk to him, like to tell him the bases were filled, the way he looked at you, you thought your zipper was open."

**Pistol Pete Reiser**, distinguished alumnus of the Dodgers now a coach for his alma mater, relishes telling of the evening he was managing Green Bay in a game against Cedar Rapids (Three-I League).

"My man, Frank Howard, who got a \$108,000 bonus, lifted a dinky fly back of shortstop. Dennis Menke, their \$115,000 shortstop; Bob Click, their \$75,000 center fielder; and Bob Taylor, their \$100,000 left fielder, went for the ball. But I can't remember who caught it. I was too busy counting their money!"

One of the more cynical boxing writers refers to the much-arrested Sonny Liston as a victim of circumstance. "Why, when Sonny went to school he was an honor student—Yes, your honor, 'No, your honor.'"

It's an old gag now, but we heard it the first time during a playground softball game. The shortstop looked up and suddenly yelled at the second baseman, "Hey, Deac, did you hear about the great trade the Yankees just made?"

"Why, no," was the reply; then, curiously, "who did they get?"

"They got Pete Ramos from Minnesota!"

"No kidding! What did they have to give up to get him?"

"Three tractors!" was the grinning answer.

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Downward or upward blows—which face bars cannot protect against—cause the lower jaw to snap up against the upper jaw with resultant damage to teeth and shock to brain. Mill-Mont Mouthguards cushion this shock, while at the same time, give full protection to both teeth and lips to horizontal blows.

**DOWNWARD,  
HORIZONTAL,  
AND  
UPWARD BLOWS**



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**PROTECTS BOTH**

The outside of the lips, the inside of the lips, the teeth, and the gums are ALL protected simultaneously by Mill-Mont mouthguards. Only Mill-Mont protects BOTH oral and buccal areas.

**INSIDE  
AND  
OUTSIDE  
of mouth**



**3**

**PROTECTS BOTH**

Other devices guard either upper or lower teeth, but only Mill-Mont guards BOTH.

**UPPER  
and  
LOWER  
teeth**



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**WORN ONLY DURING PLAYS**

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**NO GAGGING OR DISCOMFORT**

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**BREATHE THROUGH IT — SPEAK THROUGH IT!**

Has a hole like a whistle. No difficulty in breathing!

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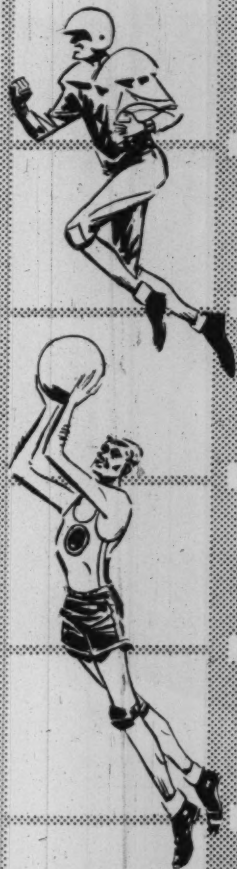
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*Back in the days* when grim, tough Early Wynn was a youthful, fire-balling pitcher for Washington, Manager Bucky Harris decided to give him a chance against the Yankees. The veteran Yankee outfielder, Ben Chapman, looked into the Senator clubhouse on his way to the field.

"Hey, Bucky," he said, "I hear you're pitching that kid, Wynn. I figure to get five hits."

"If you get five hits," growled Wynn, "you'll get the last four lying on your back."

When Rogers Hornsby was managing Beaumont in the Texas League, his catcher was Elvin Tappe, currently one of the Cubs' ten assembly-line managers. One night Elvin was beamed by a duster and ordered back to the hotel. His twin brother, Mel, had attended the game, and later that night decided to drop in on Elvin to see how he was feeling.

As he walked through the lobby some time after midnight, Hornsby's stern voice arrested him. "That will cost you \$25 for breaking curfew, Tappe." Mel continued to Elvin's room, where his brother assured him he was okay.

"That's good," replied Mel, "because Hornsby just fined you \$25 for coming in late."

## The Goalkeeper

(Continued from page 54)

field. Against two attackers, the 'keeper attempts to force the dribbler to pass, then dives to intercept the ball before the recipient can gain control.

**Cutting Down the Angle:** With good position play, the 'keeper can restrict the area of the goal accessible to attackers. For example, if he plays on the goal line he may not be able to protect the corners of the net, even with a good dive. However, by advancing a few paces out of the cage and readjusting his position left or right, depending on the location of the ball, the 'keeper can cut down and even eliminate the vulnerable corner areas.

Of course, the farther out he comes, the less time he'll have to judge and

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Fig. 10, the roll after a dive.

move for a shot and the more susceptible he'll be to lobbing, looping shots dropped over his head or to the quick short pass. The 'keeper must learn how much he can come out and cut down the angle and how much of the near and far corners he can give without permitting goals on lobs. The solution differs with every goalkeeper, depending on his size, speed, experience, weather and field conditions, defensive system, fullback skills, the style of the opponents' attack, and his skill in executing the attack.

'Keepers should continuously analyze their play with the coach and other members of the goalie squad. The 'keeper should never turn his back on a shot while retreating into the cage, and he should mark the goal area in a way that enables him to determine his relationship to the goal without having to take his eye off the ball and glance over his shoulder. Don't depend on the penalty shot line; it becomes obliterated early in the game.

#### Defending Against Free Kicks:

**Corners:** Play close to the far post, a short pace out from the goal line. Position a back on each post to cover the goal and concentrate your efforts on getting the ball, using your arms and hands against the attacker's heading skills.

**Free Kicks in Close:** If you can't cover the goal yourself, "pack the cage"; i.e., place several backs in each corner to cover the danger areas. Play a pace in front of the "wall," covering the middle and diving on shots in the corners. If you miss, the backs packing the cage will block all but perfectly placed shots.

**Free Kicks on the Fringes and Outside the Penalty Area:** If you can effectively cover the goal yourself, form a wall of backs in a way that gives the shooter an obstructed target at which to aim, forcing him to "chip" shoot over the wall or pass off around it.

**Penalty Shots:** Work from the basic stance and be determined to dive. Good penalty shooters attempt to place the ball in the lower corner, rather than blast it past the goalkeeper or risk booting it over the crossbar.

Watch the shooter's preliminary relationship to the ball for a clue as to whether he'll kick with the inside or outside of the foot. The shooter often will tip off which foot he'll use by inadvertently placing it forward before he takes his steps into the ball. Shooters using the inside of their right foot will invariably be aiming at the 'keeper's right side. When they use the outside of the right foot, the kick will spin toward the 'keeper's left. A straight approach may signal a "blaster."

Partial preparation for defending against penalties can be gleaned from observing the attacker's kicking skills during the game. Goalkeepers shouldn't expect to stop most penalty shots, and shouldn't allow this failure to destroy their confidence and poise. A successful stop, however, gives the 'keeper and his club a terrific lift.

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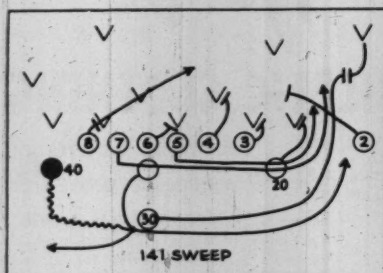
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# Rutgers' Flying T Plays

(Continued from page 11)



**141 SWEEP** (Rules for #1 Sweep):  
#2 seal off on 1st man in defensive secondary.

#3 hook man head on (on or off line) or outside gap.

#4 take man head on (on or off line or outside gap).

#5 pull right, turn squarely up through hole, and lead block on opposite color to inside.

#6 take man head on (on or off line) or outside gap.

#7 pull right, turn squarely up through hole, and lead block on opposite color to inside. You're personal interferer!

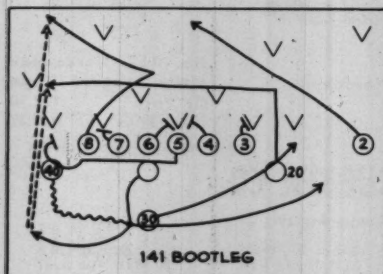
#8 cut off man head on or inside gap. Release and spring to block on opposite color in front of hole.

#20 hook man head on or 1st man to outside. If you miss, get up and seal off to inside.

#30 spring parallel to line, looking for outside man. If outside man penetrates deep into backfield, knock him out. If you outflank him, cut him down to inside. If no man shows at hole, lead block straight downfield and expect to knock out halfback coming up.

#40 fly, timing run so that you receive ball running parallel to scrimmage line (top speed) directly behind center. Head for #1 hole and cut upfield off FB's block, expecting to break to outside.

QB, from feet-parallel stance, reverse-spin out. Hand ball to #40, "hang" momentarily, then fake bootleg toward #9 hole.



## 141 BOOTLEG—RUN OR PASS:

#3 take man, head on or outside gap.

#4 take man on 5—head on, or 1st man to outside.

#5 pull left as in 8 trap; as end attacks you, swing to deep position and keep end to inside.

#6 take man on 5—head on or 1st man to outside.

#7 take man head on or 1st man outside.

#8 release as in 141 Sweep; as corner man moves to rotate, break to left and to flag.

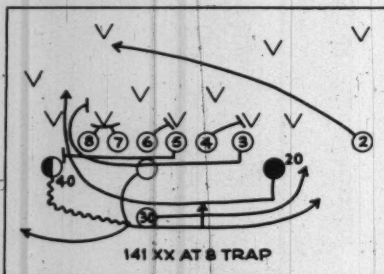
#20 release across to left; look for ball from post in front of #8 or beyond.

#2 spring through safety to left, holding deep course.

#30 Fake 141 Sweep.

#40 Fake 141 Sweep.

QB reverse spin to right. Fake ball to #40 as in 141. Hang and bootleg at 9 hole. Look for #8 long on bootleg course; if he's covered, hit #20 on "across" pattern. This is a rumor pass option—run if you can.



## 141XX AT 8 TRAP:

8 trap rule prevails for all linemen.  
#3 lead blocks through 8 hole to inside.

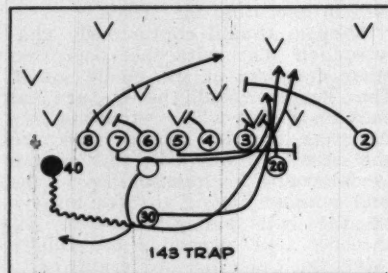
#40 fly and take ball as in 141 Sweep; stay parallel to scrimmage line, hand ball forward to #20 covering to inside (look ball into #20's "pocket").

#30 same as in 141 Sweep.

#20 same as in 128 Trap, except you come on snap of ball; stay parallel to line of scrimmage, to #40's inside. Form a good pocket, take ball from #40, head for #8, looking for daylight behind lead of #3.

QB same as in 141 Sweep; fake bootleg and set yourself up for lateral from #20 as he heads upfield in 8 hole.

**The Trap Series** is basically a single wing with double-teams and traps at the point of attack. This series dovetails with the sweep series for all internal trapping.



## 143 TRAP (3 Trap Rules):

#2 seal-off on 1st man in defensive secondary.

#3 post man head on; no man there, drive block on 1st man to left.

#4 take man on 5; no man there, post man head on.

#5 pull right; keep inside course and trap 1st man to show outside #3.

#6 take man head on; or 1st man to left on or off line.

#7 pull right, lead block through hole to inside.

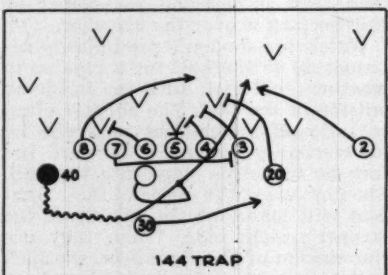
#8 cut off man head on or inside gap; release and sprint to block on opposite color in front of hole.

#20 double-team man over #3 or influence man head on and seal off linebacker on your side.

#30 spring through hole and lead block on opposite color to outside.

#40 fly, timing run to take ball from QB directly behind center, and sprint through hole behind #30, expecting to cut back toward 9 hole.

QB reverse-spin out; hand ball to #40; hang momentarily and fake bootleg.



## 144 TRAP (4 Trap Rules):

#2 seal off 1st man in secondary to show beyond hole.

#3 shoot-block linebacker across hole.

#4 influence man head on; take 1st man outside on or off line or double-team man on #5.

#5 post man head on or drive-block man on #6.

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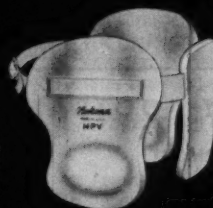
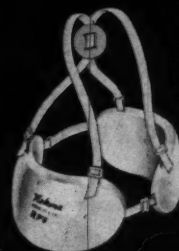
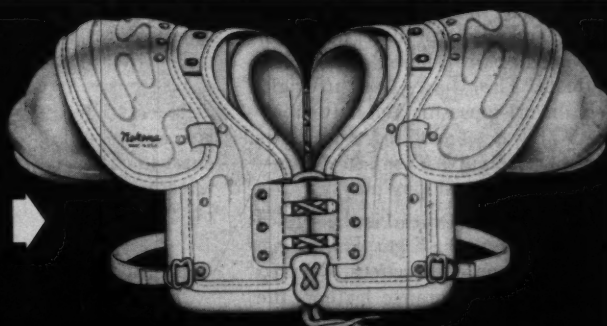
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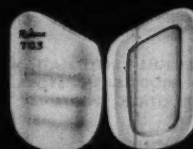
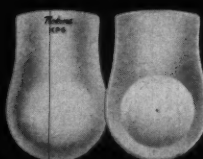
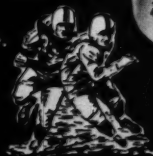
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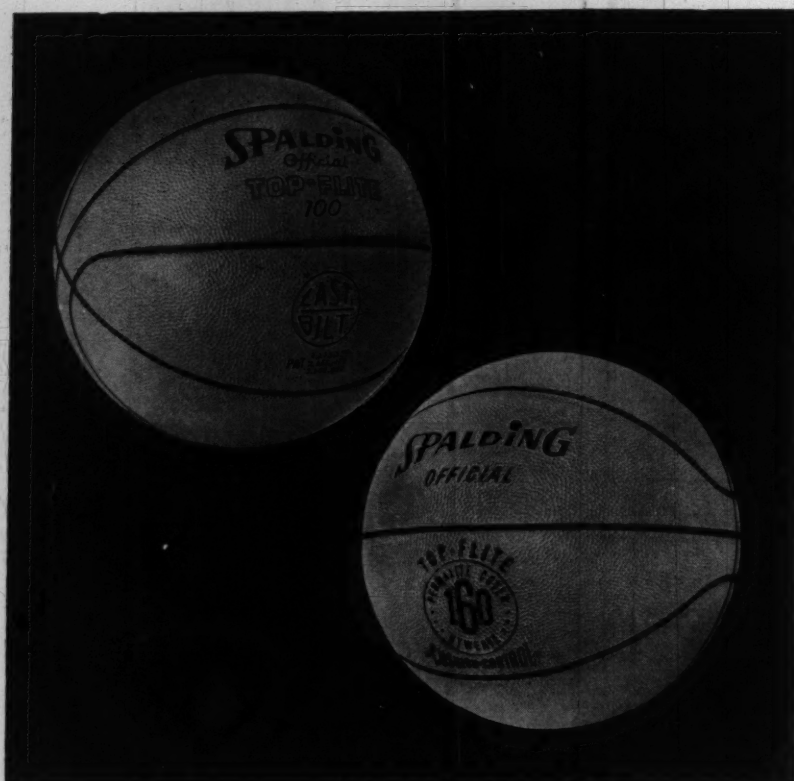
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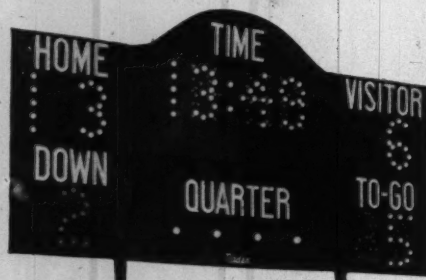
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#6 take first man to left on or off line.

#7 pull right; keep inside course and block 1st man to show on or beyond #4.

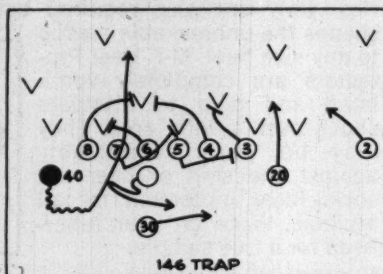
#8 cut off man head on, inside gap, release and block on opposite color in front of hole.

#20 seal off on linebacker across hole.

#30 spring as in sweep, looking for quick pitch.

#40 fly, timing run to take ball from QB on back handoff behind #4; sprint for #4 hole and head for daylight.

QB reverse-spin, fake quick pitch to #30, back handoff to #40 and drop back as in pass. (Look over field for 146 Trap—keep forward pass.)



### 146 TRAP:

#2 seal off first man to show beyond hole.

#3 seal off linebacker your side.

#4 shoot-block linebacker across hole; block low below knees!

#5 influence man head on; take 1st man on or off line; take 1st to left on or off line.

#6 take 1st man to left on or off line.

#7 pull right; stay close; trap 1st man beyond #6.

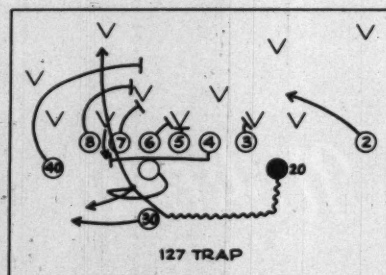
#8 shoot-block linebacker across hole. If taken, kiss off and block on opposite color.

#20 seal off on opposite color beyond hole.

#30 run sweep course; look for quick pitch.

#40 fly, timing run to cut up over #6. Take ball from QB on back handoff, head for daylight, look to cut back after crossing line of scrimmage.

QB reverse-spin, fake quick pitch-out, then back handoff ball to #40 running over #6 man. Drop back, fake pass, and look over field for 146 Trap. Keep forward pass.



### 127 TRAP:

#2 seal off 1st man to show in secondary beyond hole.

#3 head on linebacker on your side.

#4 pull left; stay close; block 1st man to show beyond #6.

#5 take man on #4 or post man over you.

#6 post man head on, or take first man to right.

#7 double-team man on #6 or shoot-block linebacker across hole.

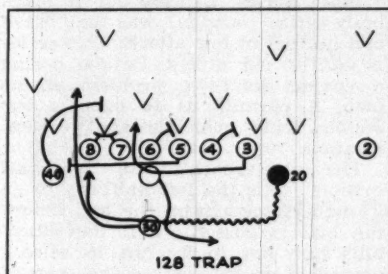
#8 shoot-block linebacker across hole.

#40 seal off on linebacker across hole.

#30 take off as in sweep series, look for quick pitch from QB.

#20 fly, timing run so that you take back handoff from QB behind #6 man. Hit for #7 and head for daylight, expecting to cut back toward #1 hole after crossing scrimmage line.

QB reverse-spin out for #9 pitch-out to #30 and back handoff to #20 behind #6. Drop back and fake pass as you look over field for 127 Trap. Keep forward pass.



#### 128 TRAP:

#2 block on opposite color in front of hole.

#3 pull left and clean up. Turn upfield in 1st hole that shows beyond #6.

#4 take man head on, or linebacker on your side.

#5 pull left; stay close; trap 1st man to show beyond #8.

#6 take man on #5 or head on.

#7 post man head on or take linebacker your side.

#8 post man head on or double-team man on #7.

#40 double-team man on #8 or influence man head on and seal off on linebacker your side.

#30 step laterally to left, let #5 man go by and lead block man to the hole to block on opposite color.

#20 fly, timing run to take ball behind #5. Cut up behind #30 over #8 man and head for daylight. Be ready to cut back after crossing line.

QB reverse-spin out to left, hand ball to #20 behind #5. Hang momentarily and fake bootleg at #1 hole.

#### 129 SWEEP:

#2 block on opposite color in front of hole.

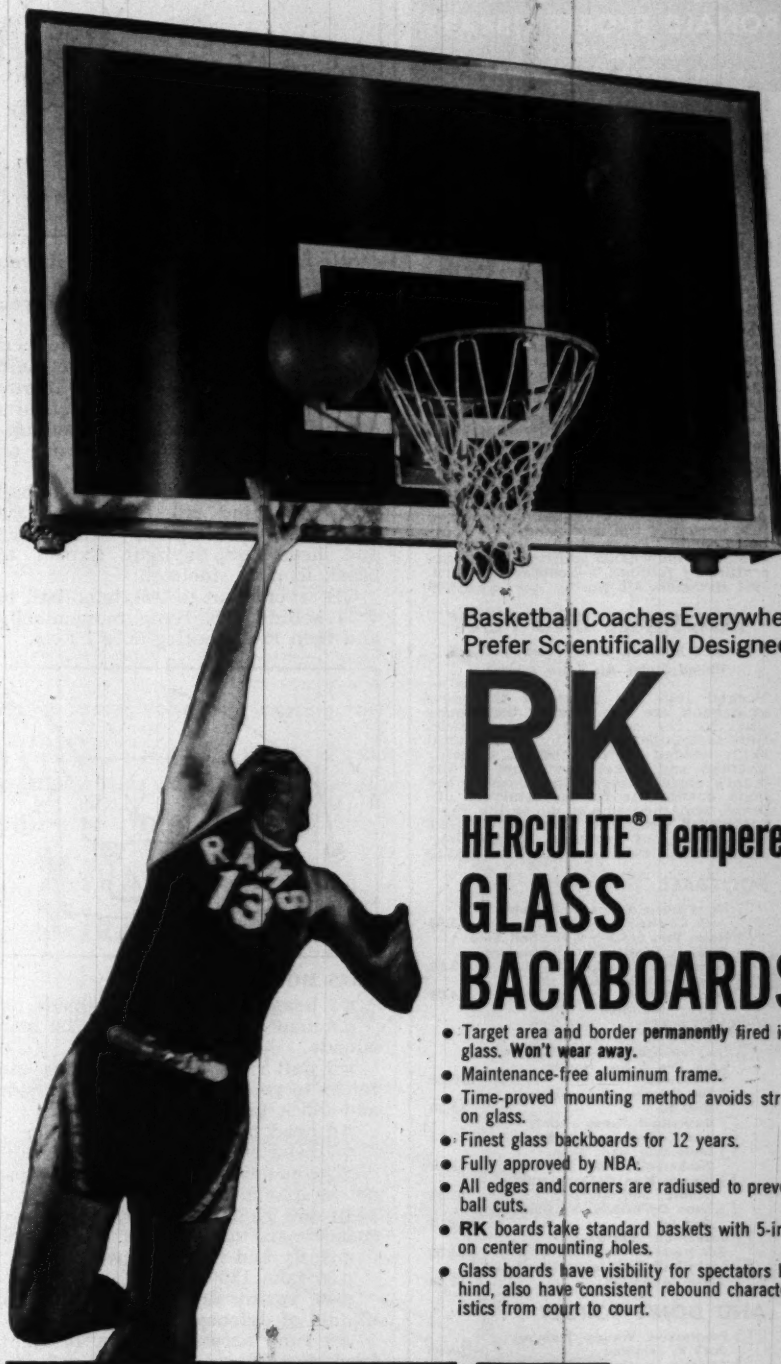
#3 pull left, clean up, turn upfield in first hole that opens beyond #6.

#4 head on linebacker your side.

#5 pull left, turn upfield at hole, lead block on opposite color to inside.

#6 head on linebacker your side.

#7 head on, outside gap, linebacker your side.



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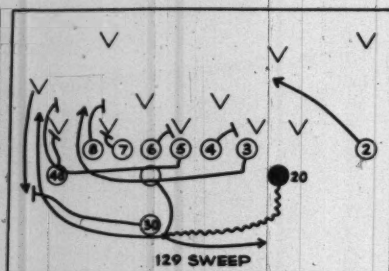
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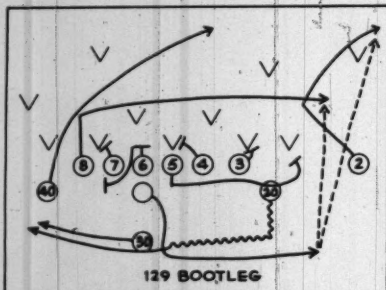
#8 head on, outside gap; if you miss, get up, seal off inside.

#40 head on, outside gap; if you miss, get up, seal off to inside.

#30 sprint parallel to #9 hole; if opponent penetrates into backfield outside you, knock him out. If you outflank this outside man, cut him down. If no one shows, lead block upfield, turn in hole and block out on opposite color.

#20 fly, timing yourself to take ball from B behind #5. Sprint for #9 hole area, turn upfield behind #5 and head for daylight. Expect to break to near sideline.

QB reverse out to left, hand ball to #20 behind #5. Hang momentarily and then fake bootleg at #1 hole.



### 129 BOOTLEG:

#3 head on or 1st man outside.

#4 man on #5, head on or 1st man outside.

#5 pull right as in 3 trap; as end comes to you, swing deep and outside and block him to inside.

#6 head on or 1st man outside.

#7 head on or 1st man outside.

#2 come as in 141 sweep; when you get to spot in front of #20, break to right and go deep to flag. If you beat corner man, look for ball.

#20 fly and fake 129 sweep.

#30 fake 129 sweep.

#40 sprint deep course through middle of defense.

#8 run "across" pattern to right. Look for ball as you center #3 post area and beyond.

QB fake 129 sweep, hang as you look to 9 hole. Keep ball on hip, bootleg toward 1 hole, look for #2 long; if he's covered hit #8 in "across" pattern. Remember, if you get outside defensive end, shout "Go" and run behind #5's block.

### 120XX AT 3 TRAP:

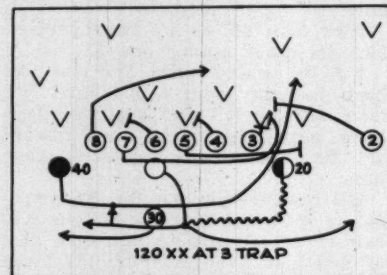
This is the mirror of 141XX at 8 Trap; 2 trap rules prevail.

#20 fly as in 129 Sweep, take ball from QB and hand ball to #40 on inside.

#30 fake 129.

#40 same as in 143 Sweep, except you leave on snap; stay parallel, form a good "pocket," take ball from #20, turn up in #3 hole and head for daylight behind #5's block and lead of #7.

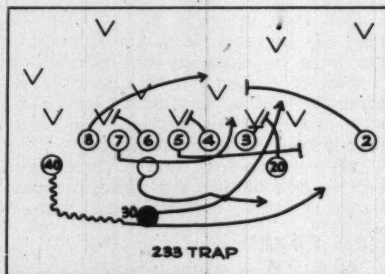
QB reverse-spin to left, hand ball to #20 as in 129 Sweep, and fake bootleg at 1 hole. Position yourself for lateral from #40 if he gets into trouble driving through 3 hole.



**Belly Series:** In 1960 our fullback belly series (outside) was the "bread and butter" of our attack. This series is vital to our attack. Besides posing a vexing defensive problem on its own, it permits us to operate our double wing principle and prevent rotation.

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We included in the series the Belly to the FB in off tackle hole (233 Trap), the QB option and/or pitch to the outside (241 Trap Keep), the Belly pass off this same side (233 Trap Keep Pass), and the inside trap off the Belly Series (244 Trap) and 226C Lane. We also mirrored these plays to the left: 238 Trap, 229 Trap Keep, 238 Trap Keep Pass, and 227 Trap.



### 233 TRAP:

All line blocking rules same as 3 Trap.

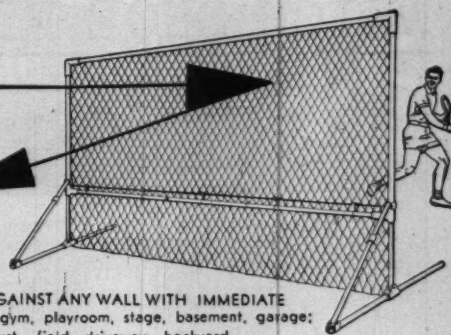
#30 belly one step to right, form pocket for QB ride, close on ball, run over #3 and head for daylight.

QB reverse out, stay deep, slide ball into #30's pocket with two hands at

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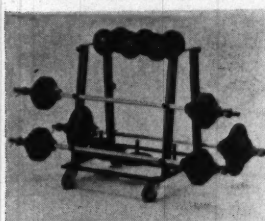
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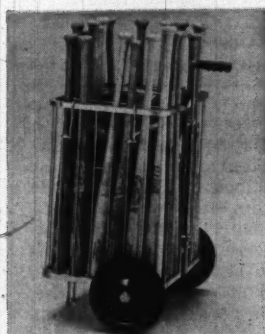
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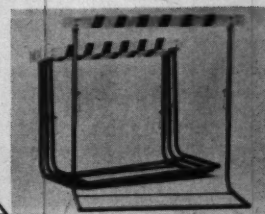
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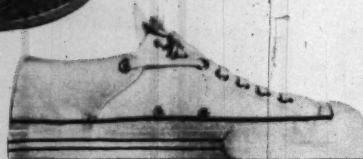




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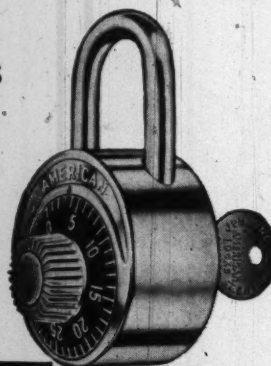
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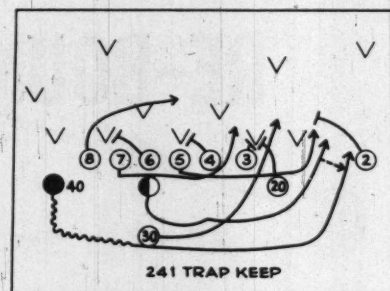
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peak of belly, put ball in belly as right foot hits, come to balance with left foot and "ride" with arms and let go. Bring hands back to position and fake outside option and pitch.

#40 fly; keep distance from QB for pitch.



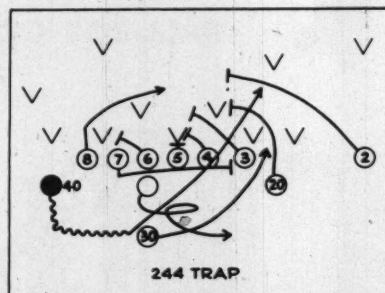
### 241 TRAP KEEP:

Same 3 Trap rules prevail.

#5 take same course as in 3 Trap. As end attacks, however, step around and lead block downfield.

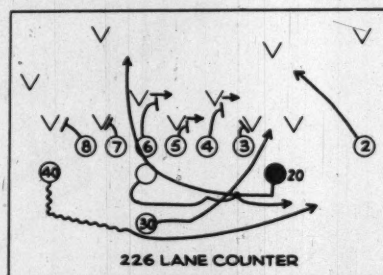
#30 good hard fake, get tackled.

QB again start ride at peak of belly. Ride only with arms! Step out quickly and sprint to draw corner man to you. When he's fully committed, pitch to #40, who keeps lateral distance.



### 244 TRAP:

Same as 144 Trap, except #30 and QB give quick ride effect before back handoff.



### 226 COUNTER LANE:

#s 3, 4, 5, 6, 7, 8 all use lane principal for rule blocking.

#7 has key block to keep shortside tackle away from ball-carriers.

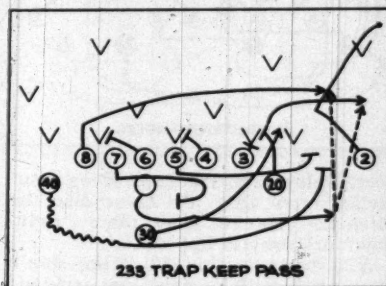
#s 6, 5, 4 all take their men in direction they flow.

#40 fly as in all 200 Series.

#30 fake 233 Trap Ride (good fake, hold end).

QB fake 233 Trap Ride, hand ball

to #20 as he comes left behind #30.  
 #20, on snap, pivot left and drop-step off left foot. Permit #30 to go by on inside, continue left. Take ball behind #30 for daylight over #6.



#### 233 TRAP KEEP PASS OR RUN:

Same action as run for everyone initially.

#2 come almost to contact, then go to flag.

#20 kiss off double-team block and square out at 8 yards.

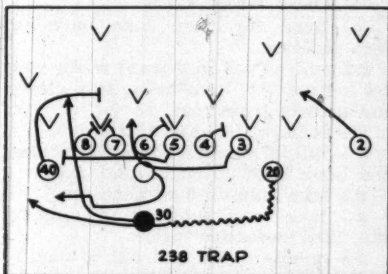
#8 come across, hitting area in front of where #20 started at about 8 yards.

QB execute quick ride on #30, who fakes to get tackled then move out quickly and hit #40 as soon as possible. If all is clear, run.

#5 pull and take 1st man beyond #3.

#7 pull right and turn behind #4 to protect from rear.

#40 fly and protect passer from outside rush. (On "LHB Motion," go in motion away from ball.)



#### 238 TRAP:

8 Trap rules prevail.

#20 fly as in 8 Trap. Keep position on QB for pitch.

#30 step laterally left off left foot, accept ball from QB at peak of belly, close on ball and head for daylight over #8 behind #5's block.

#40 follow 8 trap rule.

QB reverse-spin to left, stay deep! As left foot plants at peak of #30's belly step, place ball against #30's belly (two hands), start ride as right foot parallels left foot. Release ball to #30 and step outside to fake option and pitch at 9 hole.

#### 229 TRAP KEEP:

8 Trap rules prevail for all but #5.

#5 pull left as in 8 trap, stay close to trap, block 1st man showing beyond #8. As he steps toward you, step around him to outside and lead block to inside.

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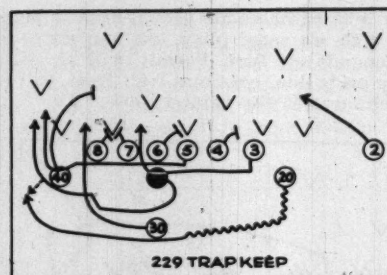
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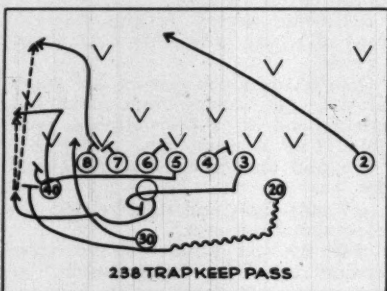
229 TRAP KEEP

#20 play as in 128 Trap. Keep your distance on QB; it's his option to pitch to you. He may pitch "right now" or carry it upfield.

#30 same as in 238 Trap; don't close on ball, fake hard, get tackled.

#40 follow 128 Trap rule.

QB reverse-spin to left, execute fake of 238 Trap. Ride FB only with arms, pull out ball and step outside. Sprint directly at corner man. Force him to attack you and pitch to #20 in 9 hole.



238 TRAP KEEP PASS

### 238 TRAP KEEP PASS:

#2 head for deep zone between twin safeties.

#3 pull left as in 8 trap; when you get behind #6, turn back, stay close, and protect from rear.

#4 head on 1st man to right.

#5 pull left as in 8 Trap. Stay close and hook man on or beyond #8.

#6 take man on 5 or head on.

#7 take man head on or outside gap, turn defender inside.

#8 release down and out to flag.

#40 fake seal-off block to inside and cut for sideline at about 8 yards.

#30 fake 238 Ride. You've done a good job if you're tackled; if not, set up in post area as safety valve.

#20 fly as in 238 Trap and protect passer from outside in.

QB reverse-spin to left; as left foot strikes, place ball against #30's belly. Quickly ride with arms as left foot comes up parallel with right foot, and sprint to roll-out position. If run is open, run! If not, hit #10 on sideline.

### 245 LANE COUNTER:

#'s 3, 4, 5, 6, 7, 8, all use lane principle.

#3 has key block to keep long-ride defensive tackle from ball-carrier.

#'s 4, 5, 6, 7, 8 take their men in direction they flow.

#20 fly as in all 200 Series to left.

#30 fake 238 Trap Ride (good fake!).

QB fake 238 Trap Ride, feed ball to #40 as he comes right behind #30.

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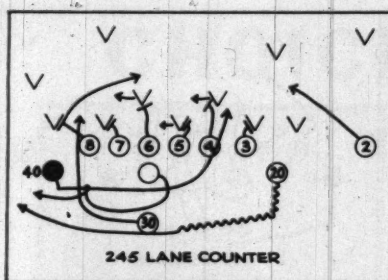
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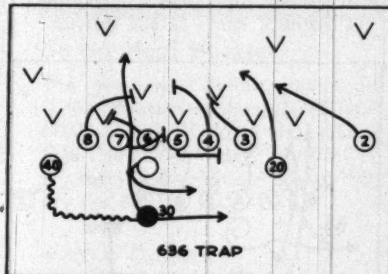
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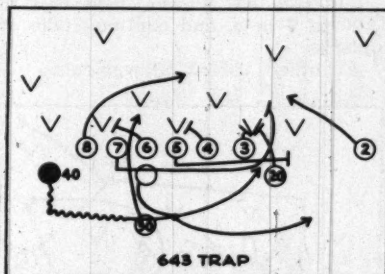
#40, on snap, pivot on left foot and drop-step off right foot. Permit #30 to go by on inside, continue right, behind #30. Take ball from QB and head for daylight over #5.



#### 636 TRAP:

#30 drive up over #6 man; form good pocket, take ball from QB and head for daylight behind #7's block. QB reverse out to right, feed ball to #30, continue spin and fake to #40.

#40 fly as in 143 Trap, fake on QB. All others use 6 Trap rules.



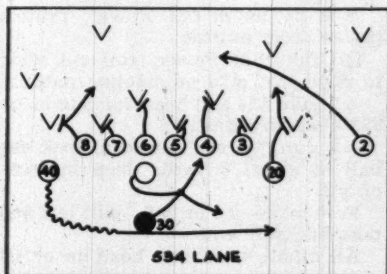
#### 643 TRAP:

#40 fly as in 143 Trap. Take ball from QB, head up over #3 and go for daylight.

QB spin out to right. Let #30 fake on you, continue spin. Feed ball to #40 and continue fake to outside (set up for 643 Trap Keep Pass).

FB fake 636 Trap on QB.

All others use 3 Trap rules.



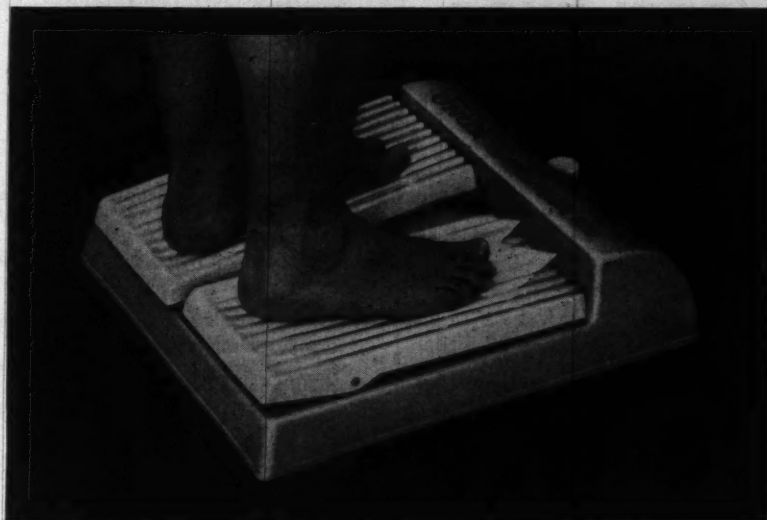
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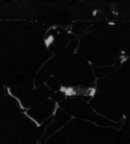
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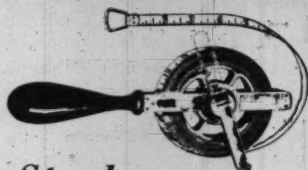
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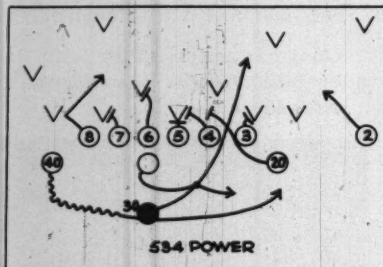
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**Lane Series:** The word "Lane" indicates that all offensive men block the man in their "lane" (head on—outside gap—or in front of) away from the point of attack. A complete series includes 533, 534 (shown), 535, 536, 537, 538 Lane, plus 533 and 538 Lane Keep Passes.

Our **Power Series**, which was very effective in 1960, combines Lane Blocking with Wingback Power Blocks. This permits internal double-teaming without the need for linemen pulling.



### 534 POWER:

#20 double-team man on number called. No man there, lead block through hole.

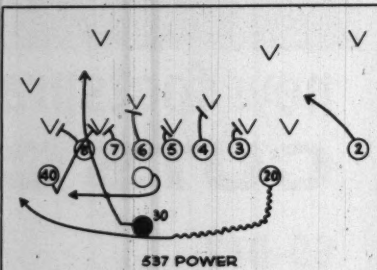
#30 take off sharply for #4, form pocket, take ball from QB and head for daylight.

#40 fly as in all plays flowing right, set up for 534 Power Pitch.

QB reverse-spin to right, feed ball to #30, and fake pitch to #40.

#4 post man over you. No man there, double-team man on #5.

All others use Lane principle.



### 537 POWER:

#40 double team man over number called. No man there, lead block through hole.

#30 step off sharply to left, head for #7. Form pocket, take ball from QB, and head for daylight.

#20 fly as in all plays flowing left. Set up for 537 Power Pitch.

QB reverse out to left, feed ball to #30, and fake pitch to #20.

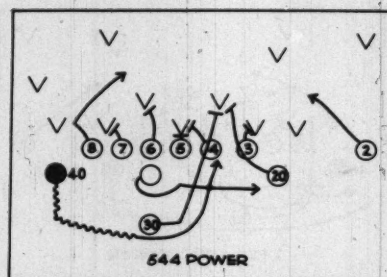
#7 post man head on. No man there, double-team man on #6.

All others use Lane principle.

Our power series includes 534 Power Pitch and 537 Power Pitch in which QB fakes original call, keeps the ball, and options to the outside to run or pitch to the flying wingback. We're also able to round out the series with a 534 or 537 Power Pitch Pass.

### 544 POWER:

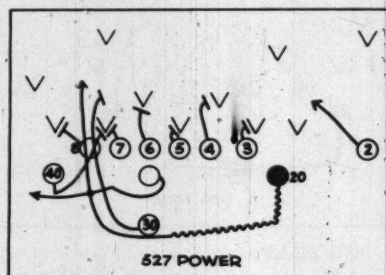
#30 same as 534 Power, except lead block through hole called.



QB same as 534 Power, except fake on #30 and feed ball to #40, then continue fake to outside.

#40 fly as in 534 Power, turn up over #4, take ball from QB, follow #30's block and head for daylight.

All others, same as 534 Power.



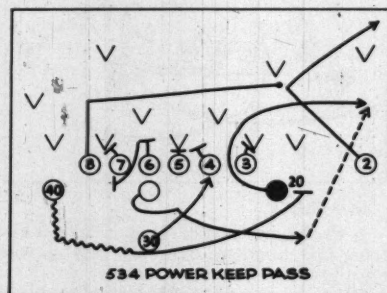
### 527 POWER:

#30 fake 537 Power and lead block through hole.

#20 fly as in 537 Power, turn up over #7 man, take ball from QB and head for daylight behind #30's block.

QB fake 537 Power, feed ball to #20 in 7 hole, and continue fake to outside.

All others use 537 Power rules.



### 534 POWER KEEP PASS:

#20 take 534 Power course, run sideline pattern.

#30 make 534 Power, protect passer in 4 hole.

#40 fly as in 534 Power, protect passer from outside.

QB fake 534 Power, roll out wide to right, hit #20 on sideline pattern.

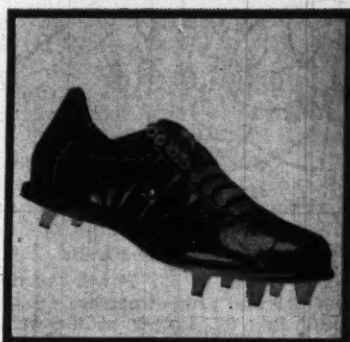
#2 fake 534 and head for flag as on 233 keep trap pass.

#8 run "across" pattern, look for ball at about 8 yards deep in front of #3.

Free man—#5 or #6—pull left and take backside end.

All others take man head on or 1st man outside.

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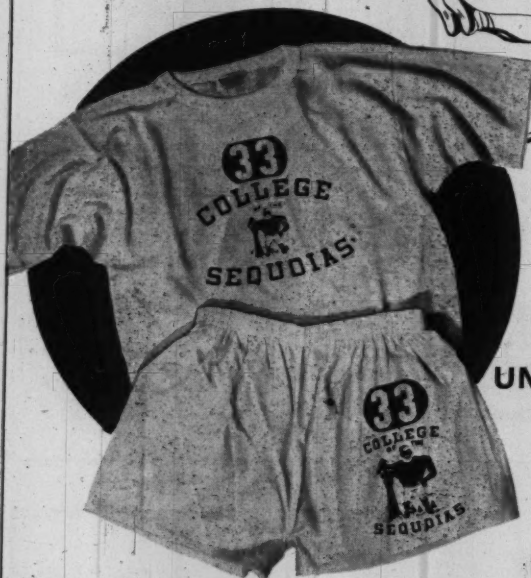


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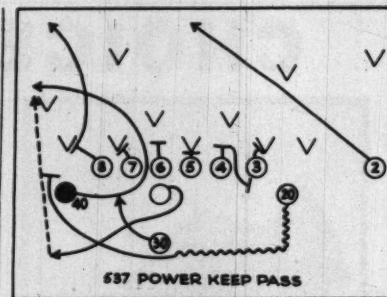
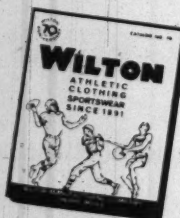
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### 537 POWER KEEP PASS:

#20 fly as in 537 Power, turn up over #8 and protect passer.

#30 fake 537 Power, protect passer.

#40 fake 537 Power, continue through hole and run sideline left pattern.

#8 hit man to your outside with left shoulder, then release and run pattern to flag.

#2 head for zone between twin safeties.

QB fake 537 Power, roll out and hit #40 on sideline.

Free man—#5 or #4—pull right and take backside end.

All others take man head on or 1st man to outside.

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Remember, every offense is only as strong as the men who execute it.

### FOOTBALL FATALITY REPORT

**N**OW available for free distribution to administrators and coaches is the 28th Annual Survey of Football Fatalities (1931-1960) prepared for the American Football Coaches Assn. and the NCAA Football Rules Committee by the Committee on Injuries and Fatalities, Dr. Floyd R. Eastwood, chairman.

The report may be obtained by writing to Mr. D. O. McLaughry, Secretary-Treasurer, The American Football Coaches Assn., Box 1083, Hanover, N. H.

## All-American Track

(Continued from page 44)

thony was unbeaten in the 100 and won the Eastern States crown against a fast field.

The five juniors on the team all hail from California. Besides Bess and Beaty, they include *Richard Jones*, 6-8½ high jumper from Bakersfield; 15-year-old *Robert McKeever*, 24-1½ broad jumper from Fremont in Los Angeles; and *Bob Stoecker*, 188-6½ discus thrower from Los Altos. All won their events in the state meet and were known for their consistency.

Joining Williams, Sullivan, Etherly, Carr, and Hicks on the repeaters list are quarter-miler *Don Webster* of Kennett Square (Pa.), vaulter *Mike Graves* of El Cajon (Calif.), shot putter *Dick Hart* of Morrisville (Pa.), and discus thrower *Bob Morris* of Glendale (Ariz.).

*Ted Nelson*, sprinter-440 ace from Andrews (Tex.), made it as a utility member last year, and *Don Schmidt*, weightman from King City (Calif.), who made it in the discus in '60, made the Squad this time as a utility member.

Events offering selectors the least difficulty were the 440, shot put, and pole vault. These not only produced great depth of performance, but had four athletes who recorded remarkably consistent and outstanding performances.

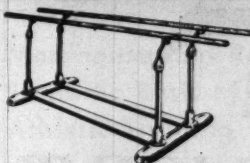
Williams, Webster, and Nelson all cracked the old prep 440 mark of :46.6, the latter two running a tenth under at :46.5. *Dave Archibald*, of Leuzinger in Lawndale (Calif.), was clearly the next best with a :47.0 and several other efforts in the low 47s.

Four preps bettered 14 ft. in the vault, all of them doing it at least three times. Earning spots with Graves were *Warren Brattlof* of Galena Park (Tex.), whose 14-5¼ is second best in prep history, *Brian Sternberg* of Shoreline in Seattle (Wash.), and *John McCormick* of Newport News (Va.).

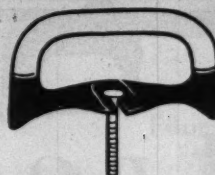
Three Californians enjoyed great seasons in the shot to join Pennsylvanian Hart on this best-ever Squad. *Don Castle* of Cubberley in Palo Alto produced the year's best heave and third best in history at 65-7¾, while the 65-2¾ by *Bill Pace* of El Rancho in Pico-Rivera is fifth on the all-time list. *Mike Bianco* of El Segundo had a 63-11½ mark plus six other over 62 ft.

At least one spot in all the other events was hotly contested. An example is the discus where three were considered for two spots behind the consistent Stoecker and

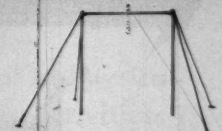
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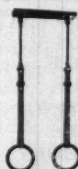
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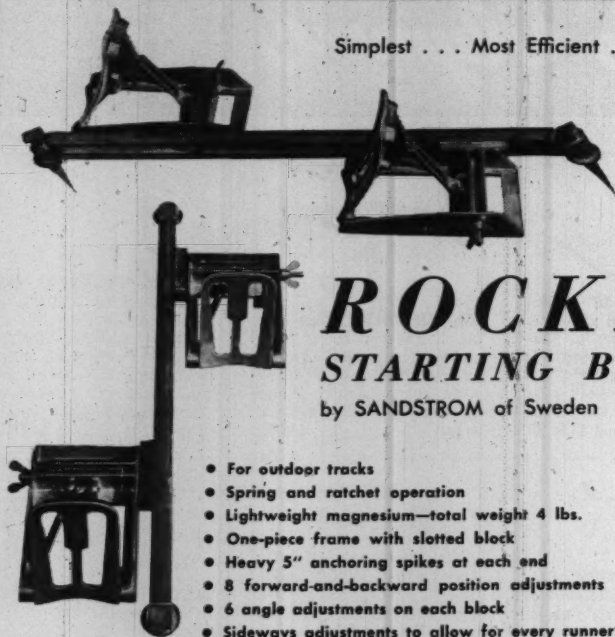
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Carl Pellegrini of Jesuit High in Dallas (Tex.), whose 189-5½ is second only to national record holder Karl Johnstone's 194-5.

Remaining spots went to Bob Morris and Dave Davies of Hudsons Bay in Vancouver (Wash.); over Dan Schmidt despite the fact the latter beat both in the Golden West Invitational meet, which attracted the top seniors in the country.

Morris and Davies were most consistent, Morris having one toss over 181 ft. and several just under 180. Davies threw between 175 and 180 in six separate meets. Schmidt, however, was deemed too good to leave off, so was placed as a utility performer. He had a best toss of 180-1 and also did 59-7¾ in the shot.

Also gaining utility roles were Jimmy Miller of Palmer in Colorado Springs (Colo.), and Bobby Williams of Lincoln (Neb.). Miller was at his best in the hurdles, where he won state crowns in :14.2 and :19.1, and who also was a crack sprinter. Williams ran :09.5 twice, one where the wind was slightly over the allowable, and broad jumped over 24 ft.

Sophomores given consideration were Bill Norman of Orange (N.J.), who did 209-10 in the javelin, and Alvin Mann of Edison in Fresno (Calif.) who ran :18.9 in the low hurdles three times. Both are all-time soph bests.

The list of standouts failing to make the grade is a truly impressive one. Most missed out because of injuries or being edged out by competitors who showed amazing improvement and consistency during the best season in prep history.

Among the missing was brilliant Hiram Carroll of Albuquerque (N. M.), who sat out all but the first few meets with a muscle pull. He was selected as a low hurdler last year, but probably was at his best in the 440 where he did :48.6 as a soph in 1959.

Football injuries kept Cowings on the sidelines until the last week in April, and the loss of training time cost him dearly in California's late season meets.

Ray Saddler of Castlemont in Oakland (Calif.) was as good as he was in 1960, but the 440 was one of the most loaded events.

Maine is represented on the Squad for the first time by javelin thrower Dave Parker of Deering in Portland, and New Hampshire by Jerry Hinkle, also a javelin tosser, from Exeter Academy in Exeter. Parker threw 209-7 and Hinkle 207-5.

The additions bring to 38 the number of states which have been represented on the Scholastic Coach All-Americans in the past 11 years.

California leads the way with 180 spots, followed by Texas 62, New Jersey 39, New York 32, Pennsylvania 30, Arizona 27, and Oregon 20.

Others include: Illinois and Kansas 19 apiece; Ohio 18; Washington 14; Oklahoma and Louisiana, 12 each; Michigan 11; New Mexico 9; Indiana and Massachusetts, 8 apiece.

Florida contributed 7; Iowa and Virginia, 6 each; Missouri 5; Connecticut and Rhode Island, 4 each; Nebraska and North Dakota, 3 each; Minnesota, Wisconsin, Maryland, and Utah, 2 apiece; and Arkansas, Colorado, North Carolina, South Dakota, Tennessee, West Virginia, Montana, Maine, and New Hampshire, 1 each.

## Linebacking Skills

(Continued from page 50)

can change back to their original keys or alternate their keys to the backs most any time.

When flowing laterally to pursue the ball-carrier, particularly from the off-side, the linebacker should arc back slightly in the direction of the play in order to clear the line blocking. The first step is with the foot to the side the linebacker is going. He should maintain eye contact with the ball and not over-run or under-run the play.

If the linebacker's key sets up in a pass block (Diags. 1-F and 2-F), he should drop quickly to his hook zone, approximately 10 yards on his side of the line in front of the offensive end's normal position. If the defensive wing and safety men have rotated away from the linebacker in the 5-4 defense, he'll cover his hook zone.

In the event his hook area is clear but a receiver goes into the flat, he'll slide to the flat. The linebacker might also have the side screen responsibility, assuming his defensive end doesn't drop off to cover the flat zone to his side.

Coaches definitely disagree as to the best technique for the linebacker to use in getting back to his hook zone and covering the receiver on a drop-back pass. Many coaches advocate a drop-step cross-over sprint-back technique as soon as the linebacker's key indicates pass and he has shifted his attention to the passer.

After his second cross-over step, the linebacker takes one more step, turns (squaring off), and continues to back up with short steps as he faces the passer, body under control, ready to react right, left, or jump to intercept the pass in the event the passer tries to throw it over his head.

Since the passer isn't going to throw the ball to the defender, the latter must move either to play the ball through the receiver or play the anticipated flight by playing the passer's first passing motion. If he waits until the ball leaves the passer's hand, he won't get in front of the



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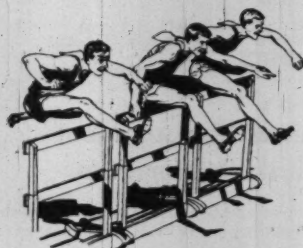


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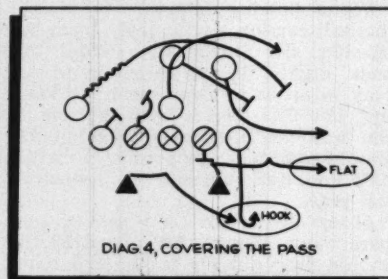
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ball to intercept or deflect it if it's thrown accurately.

At times a good passer will fake the throw first, then pass after the linebacker has reacted. Nevertheless the linebacker, unless playing the ball through the receiver or covering him so closely that the passer won't attempt to throw to the man, must get into a position to play the passer's first arm motion and try to force the passer to throw over or through him. Regardless of the techniques employed, the linebacker must be adequately drilled against the drop-back pass.

Against the action pass, both linebackers play for the run first until they recognize pass. The off-side linebacker is likely to recognize the pass first, as the off-side of the offensive line generally uses area blocking.

Since aggressive blocking is generally employed by the on-side of the offensive line, the on-side linebacker must shed his blocker as he moves to his area of responsibility to stop what he thinks is a running play to his side of the line (Diag. 4).



If the deception has been good and the linebacker has been drawn in by good faking, then recognizes the pass, he continues to rush the passer. Ordinarily, both linebackers react in one of several ways when recognizing the play as a pass.

If the corner man is charged with forcing the play, the on-side linebacker will continue to the flat to cover this zone, while the off-side linebacker will cover the on-side linebacker's original hook zone (Diag. 4) or angle back into the middle, getting depth.

If the corner man's responsibility is to cover the flat zone when his key (releasing end and/or halfback) indicates pass, and the defensive end is charged with containment, the on-side linebacker is likely to continue to the flat—although he may cover his hook zone—but should be charged with the responsibility of forcing the play if the ball gets outside the defensive end's containment.

In any event, the linebackers' pass responsibilities should be coordinated with the secondary defenders (and ends, if employed in pass defense).

### Additional Defensive Principles and Coaching Points for linebackers:

1. In a definite passing situation, loosen up, unless assigned to hold up the offensive end. In an obvious passing situation, look for a screen pass or the draw play.

2. When playing over an end, never allow him to release and run unmo-lested for a pass. Throw off the timing of the pass by pushing and shoving the receiver, forcing him to alter his pass route or direction. Don't grab the receiver's face mask. You may dog the receiver until the ball leaves the passer's hand.

3. Offensive linemen generally tip a drop-back pass by showing passive or a retreating type of block protec-tion. Yell "PASS" whenever con-vinced of it and assume pass responsi-bility. If the passer drops back, slows up, then fades again, yell "PASS," then "SCREEN," and assume screen pass responsibility. Although you're not generally responsible for the draw play, yell "DRAW" whenever the quarterback goes back to pass and hands off to another back, and move in to gang-tackle the ball-carrier.

4. When a pass is thrown, break for and play the ball. Be aggressive on pass defense, as the football be-longs to whoever can catch it. Attempt to get in front of the ball before it's released from the passer's hand. This forces the passer either to throw over you, through you, or to alter his throw.

5. On the interception, yell "BLOCK" (or some other word), pass-ing it down the line. If you're nearest the man for whom the pass was in-tended, block back on him. Otherwise hustle to get in front of the teammate who caught the pass, throwing at the first opponent who threatens the run-back of the interception.

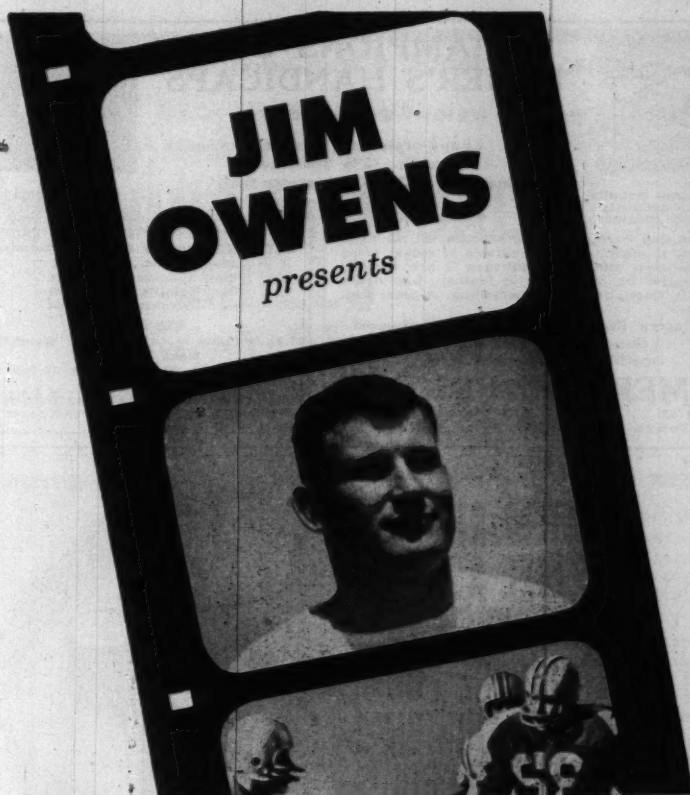
6. After penetrating across the line of scrimmage against a well-executed action pass fake, which then develops into a pass, continue to rush the passer and force the play. It's almost im-possible under such conditions, to re-cover quickly enough to be effective downfield as a pass defender.

7. When firing or crashing, do so on the snap of the ball. Then play as a lineman after penetrating the line of scrimmage, sliding with the running play and accelerating your rush if a pass develops.

8. When the territory between the tackle and end is your responsibility and the offensive end's block indicates an off-tackle play, guard against pen-etrating too deeply into the hole and getting trapped by the interference, thus widening the hole. Whenever you meet the play in the hole and make the tackle, you're doing your job ef-fectively—assuming you're not stunt-ing or crashing.

9. On running plays to the opposite side or when the flow is away, the off-side linebacker should look for the ball-carrier cutting back inside of the on-side linebacker, or for the delayed receiver cutting across for the pass. In the latter case, the linebacker should attempt to knock off the in-tended receiver, dogging him until the ball leaves the passer's hand.

10. On wide plays, be alert for calls from the halfback or other team-mates, who might yell "INSIDE" or "OUTSIDE" to indicate how they're



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pursuing the ball carrier.

Probably the most important axiom of defensive football is, "Pursue, do not chase; angle, do not arc."

Next month I'll illustrate and discuss drills for teaching the techniques of linebacking.

## Swim Sensation

(Continued from page 22)

the school year, he played on the school's water polo team. He was an outstanding polo player, being named to the All-League team. This kept him active in the water from September to December. From January on, he observed an interval-training program which carried through the indoor nationals and the high school championships in June.

Steve usually took a couple of weeks off to catch up on a few of the things that all of the other boys his age were doing, then resumed his spartan regimen to get ready for the outdoor summer season.

Since most coaches are deeply interested in training routines, I'd like to cover Steve's program in more detail. Steve isn't an exceptionally strong repeat swimmer. What I mean is that he cannot sustain the pace over a set distance with the regulated interval of rest as well as you might expect of a swimmer of his caliber. But he has improved greatly and is getting stronger all the time. Now that he's gaining more muscular strength, he'll be able to hold his own in the workouts with the best swimmers.

Because of Steve's problem and the fact that the whole high school squad was generally in the same boat, if not more so, I geared our workouts accordingly.

We work most of the year on dry land resistive exercises both with weights and with a partner. I realize the use of heavy resistive exercise is relatively new and that the use of a heavy weight-training routine may cause hypertrophy (enlargement) of the muscles to a point where their size may become a handicap. But in our program we use a few selected heavy weight exercises.

We attempt to develop only the muscles of prime importance in the propulsive phase of the stroke—the arm depressors, the latissimus dorsi, the pectoralis major and the teres major. We also work on stretching the ankle and shoulder joints for the kick and arm recovery flexibility.

We work in a supervised team situation, so that the exercises are done hard and conscientiously.

Barbell Exercises: (1) bench

press, (2) pull-overs, (3) elbow extension press, (4) wrist curls.

**Pulley Exercises:** (1) straight-arm pulls, down & back, (2) side-arm pulls, side & back, (3) elbow extensions, elbows at sides.

**Paired Partner Exercises:** (1) double push-ups—man doing exercise lies on back with hands grasping elbows over head. Partner places hands on bottom man's elbows and assumes a front leaning rest position. The bottom man pushes his partner up until his arms are at a vertical plane. Then he lets him back down again. Done continuously; (2) fingertip push-ups, (3) forced arm stretching, (4) squat jumps, (5) leg stretching, (6) ankle stretching, (7) sit-ups and arch-ups.

After this is completed, we enter the water for a preliminary swim to loosen up. Then we settle down to our water workout, which varies from day to day and from one part of the season to another. Since space forbids an analysis of every daily workout throughout the year, I'll attempt to give a brief outline of our seasonal plan.

At the beginning of the year, I try to pay a great deal of attention to stroke mechanics, gearing the workouts for quantity. That is to say, great distances with no particular concern for the quality of the efforts.

An example of one of Steve's early-season training sessions might be:

1. Preliminary swim, 400 yards.
2. Kick 400 yards.
3. Kick 5 x 200 yards, leaving every 5 minutes.
4. Pull, with feet tied, 400 yards.
5. Pull 5 x 200, leaving every 5 minutes.
6. Swim 8 x 400, leaving every 10 minutes.

Very little attention is given to starts and turns at this point. As we train in an outdoor pool through December, January, and February, I don't wish to expose these boys to the elements any more than is necessary.

As you can see, the above workout is over-distance for the high school swimmer. Almost all of our training sessions are done on an interval basis. We have two large three-foot pace clocks, one at each end of our pool, so that each swimmer knows exactly how fast he's going at all times.

Along about mid-season, I try to cut down on quantity a little, and demand more quality, better and more consistent times. A typical mid-season workout is as follows:

1. Preliminary swim, 200 yards.
2. 10 x 100 yards for time, leaving every 3 minutes.
3. Pull 10 x 100 yards, leaving

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every 3 minutes.

4. Swim 20 x 100 yards.

5. Practice turns.

6. Practice starts.

7. Swim 10 x 25 yards, one breath sprints holding breath all the way.

During this part of the season, I encourage all of the swimmers to get in the water more than once a day. I'll run an additional one-hour practice before school every day. At this point I keep a very careful check on their health. If, at any time, their study load becomes too great and they start getting behind in their sleep, they must ease up for awhile.

A careful check on weight and a frequent talk with each swimmer on his feelings, both mental and physical, prove to work best for me.

During the third and final stage of the season—the four-week period before an important meet—I try to taper off and work strictly for quality. During this period, I try to stay with under-distance work.

An example of this type of workout is as follows:

1. Preliminary swim, 5 minutes continuous.

2. Kick 20 x 25 yards for time.

3. Pull 20 x 25 yards for time.

4. Swim 6 x 150 yard efforts with a 3 minute rest, then 10 x 75 yard efforts with a 1 minute rest.

5. Practice turns.

6. Practice regular and relay starts.

7. Swim 10 x 25 yards, one breath sprints.

The last week is devoted to rest with light loosen-up sessions. I believe that a sprinter like Steve must be completely rested to achieve top times. The week before Steve left for New Haven he rested and loosened up daily, with his thoughts directed toward stroke mechanics. At the end of each workout session, he'd do a few short sprints, starts, and turns.

The particular practice sessions outlined herein are samples of the type I used with the whole Los Altos High team. I conducted practice in this way for one main reason: to accommodate the 75 swimmers on the teams.

If it had been a case of just trying to get Steve Clark ready for the Nationals, I might have done it differently. Since I've been fortunate enough to have a large number to work with, however, my major concern has been to give everyone a chance.

In closing, I'd like to mention that Steve has learned one lesson that helps make him a great swimmer, and that is dedication. He trains harder than any swimmer I've ever seen; and as you see, it's paying off.



## New Books on the Sport Shelf

- **FOOTBALL SCOUTING MANUAL AND GAME BREAKDOWN FORMS.** Developed by John Hooper. Maplewood, N. J.: Coaching Aids. 8 Manuals (Season Supply) for \$20.

DESIGNED by football coaches for football coaches, this large (14" x 10") scouting guide offers every coach a superlatively practical, comprehensive, and simple scouting system.

Each manual contains 80 pages of forms, so astutely arranged as to enable the scout to pin-point every detail of any formation with a minimum of writing! Many pertinent questions are given to guide the scout, with ample room on each form to record the specific information.

Among the essential scouting forms in this manual are personnel depth charts, field position breakdowns, defensive work sheets, kick-off and receiving charts, punt formation breakdowns, play sequence breakdowns, offensive hit sheets, passing summary charts, and complete defensive summaries.

Plastic-bound for easy handling at games and easy filing after the breakdown operation, this manual affords a permanent record of the game, complete in every detail.

The chief architect of this unique system, John Hooper, will be remembered for his splendid technical articles in *Scholastic Coach*. Having coached on both the high school and college level (he was in charge of scouting at Colgate University), he is thoroughly familiar with all the problems of scouting and has developed a system that can be of tremendous assistance to all coaches and scouts.

Practically every coach who has seen the manual has bought it! (For a more detailed idea of its contents, see page 61.)

- **FOOTBALL END PLAY.** By Ben Martin. Pp. 96. Illustrated. New York: The Ronald Press Co. \$3.50.

A GREAT end and end coach at Navy before becoming a head coach, Ben Martin has a keen appreciation

for and a thorough knowledge of this extremely vital position, both of which are clearly manifest in this handy manual.

He provides the aspiring end and the coach with the basic principles of good end play that underlie any offensive or defensive system. He first sets forth the fundamental offensive skills—blocking, pass patterns and pass receiving, and covering kicks. Then he details the end's role in the main styles of defensive football—6-2 end, 5-4 end, defending the option and pass, and adjusting to flankers and spreads. He concludes with the organization of practice time.

Written fluently in easy-to-understand language, this book can be of immense value to both coach and player.

- **SLOT T FOOTBALL.** By Max Spilsbury. Pp. 191. Illustrated—diagrams. Englewood Cliffs, N. J.: Prentice-Hall, Inc.

THE highly successful Arizona State College coach explains the intricacies of his dynamic offense—a T formation with the ends spread 10 or 12 yards out and a back slotted between a tackle and one of the wide ends.

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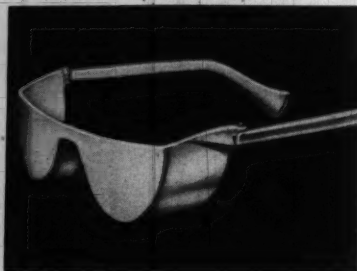


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• **CHAMPIONSHIP TRACK AND FIELD.** By 12 Great Coaches. Written and Edited by Tom Ecker. Pp. 204. Illustrated—photos. Englewood Cliffs, N. J.: Prentice-Hall, Inc.

WITH the aid of a tape-recorder, three or four air lines, and an extensive track background, Tom Ecker, former Big Ten track star, has compounded the thinking of 12 of America's greatest coaches into this analytical text.

The line-up includes: Oliver Jackson (Sprints), Jumbo Elliott (Quarter Mile), George Eastment (Half Mile), Brutus Hamilton (Distance Races), Larry Snyder (Hurdles), Clyde Littlefield (Relay Races), Ralph Higgins (Pole Vault), Ed Flanagan (High Jump), Gordon Fisher (Broad Jump), Jess Mortensen (Shot Put), Jim Kelly (Discus), and F. X. Cretzmeyer (Cross-Country). You don't need a scorecard to identify those fellows!

In addition to the purely technical sections, the book includes a valuable appendix featuring a piece on muscles and strength (by Irv Kintisch) and an article on resistance exercises (by Jim Murray and Peter V. Karpovich).

Each event is illustrated with a superlative motion picture sequence of a famous champion.

• **FOOTBALL STATISTICS BOOK FOR QUARTERBACKS.** By Chuck Moser Pp. 30 (11" x 14"). Abilene, Tex.: \$1.75.

THOUGH he retired from coaching a year ago after a fabulous career in the Texas high schools, Old Man Moser certainly isn't dead. (Neither is he old, but we couldn't resist the pun.) His latest offering is a superlative statistical device guaranteed to help any coach or pb.

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- **FUNDAMENTALS OF GOLF.** By Dow Finsterwald with Larry Robinson. Pp. 145. Illustrated—photos. New York: The Ronald Press Co. \$5.

ONE of the greatest pros in golf—a master of the fundamentals and a solid teacher—Dow Finsterwald expounds the essentials of the game with remarkable lucidity and intelligence.

After a trenchant section on briefing the beginner, he delves into the grip, stance, swing, irons, woods, putting, helping the average golfer, improving iron play, and playing sand traps. He covers two things in particularly outstanding fashion—lining up the shot and playing out of sand traps.

Finsterwald develops a consistent hitting pattern, spelling out all the details in simple language and good, sharp photos. Every golfer and coach can benefit from checking with the basics in this book.

- **CHIPPING AND PUTTING** (Golf Around the Green). By Bill Casper Jr. with Don Collett. Pp. 114. Illustrated. New York: The Ronald Press Co. \$5.

AS one of golfdom's greatest short-game experts, Bill Casper is just the man to write the definitive work on this all-important phase of the game. His philosophy of putting in particular and the short game in general is extremely provocative. In this book he teaches you *how to think* the ball into the hole through a positive, step-by-step procedure that's easy to understand and fun to practice.

He starts with the fundamentals of grip, stance, and stroke, and the practice methods that will help develop a sound putting stroke. He then delves into more advanced putting techniques, how to chip and pitch for accuracy, some tips on the trouble shots, and the psychology of golf and the short game.

The book is profusely illustrated with instructional photos of the author himself, and spiced with interesting anecdotes of his tournament experiences.

### Miscellaneous

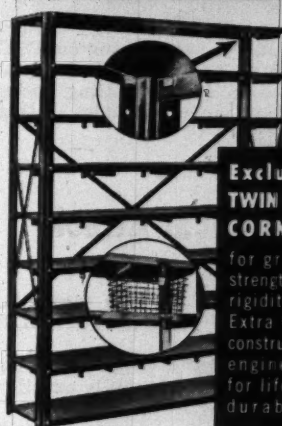
- **Biophysical Values of Muscular Activity with Implications for Research.** By Elwood Craig Davis and Gene A. Logan. Pp. 143. Dubuque, Ia.: Wm. C. Brown Co. Publishers. \$3 (A highly authoritative treatise on the reasons for and advantages of muscular activity.)

- **Health Principles and Practice** (3rd Edition). By C. L. Anderson and C. V. Langton. Pp. 430. Illustrated. St. Louis: The C. V. Mosby Co. \$5.75. (A thorough up-dating of a superb text, including many new problems, discoveries, and developments in the health field.)

- **Massage Techniques** (A Case Method Approach). By Frances M. Tappan. Pp. 204. Illustrated. New York: The

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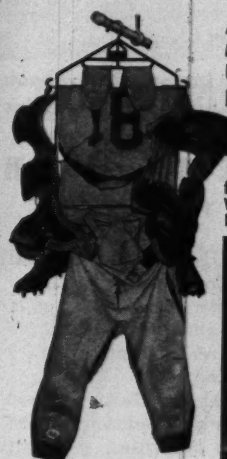
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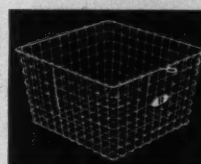
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Macmillan Co. \$5.50. (Clearly expounds and illustrates the methods of massage currently in use by physical therapy schools, physical education, nursing, and osteopathy.)

• **Sports Illustrated Library:** *Book of Tennis* and *Book of Diving*. Pp. 89 and 86, respectively. Illustrated. Philadelphia: J. B. Lippincott Co. \$2.95 each. (Prepared by Sports Illustrated, in which the material originally appeared, these handsome word-and-picture lessons cover the fundamentals tersely and clearly—the excellent drawings outshining the text.)

• **Spectator Sportsmanship:** *How to Improve It*. Pp. 80. Washington, D. C.: AAHPER, \$1.50. (A sound and practical program for controlling spectator conduct, including codes, ratings, and tests.)

## Bi-Focal Attack

(Continued from page 40)

4. One-on-one blocking, dispersion, and speed are incorporated into the attack.

5. In its ability to exert psychological pressure, the pattern is excellent; any one of three backs may be in possession as the man under takes his third step.

While the pattern in **Diag. 4** does satisfy the seven conditions mentioned previously, an adjustment is necessary for the purpose of broadening the scope of operations.

Because the system under discussion is related to the Sliding T, certain maneuvers of the two systems should be analogous. The outstanding maneuvers of the Sliding T are the handoff and keep-pitchout option, executed to either side of the offensive center. Since we've already solved the problem of the handoff, we're faced mainly with the problem of uncovering the means to effect the execution or threat of the option.

The patterns in **Diag. 6-8** complete the two-cycle attack, the keep-pitchout option being featured in each diagram. The man under becomes the distracting element in the weak-side option in **Diag. 7**, while the close back assumes this role in the strong-side option in **Diag. 8**.

Thus, while one distracts, the other attacks—or at least plays a major role in the attack. This explains the name of the system. By definition, bifocal means having two centers of activity—the man under and close back forming this combination.

**Diags. 5-8** illustrate the passing potential. Note the nearly simultaneous and practically equal threat of a run or pass throughout a portion of the attack.

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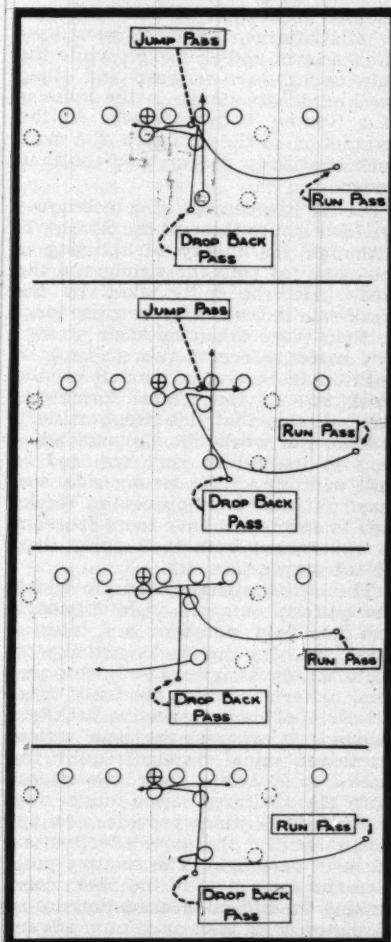
Now a brief discussion on backfield alignment and stance.

The man under center assumes a side-saddle position, partially facing the bulk of his offense. This stance is practical because the man under has no weak-side bifocal duty. The position of his body makes for increased mobility to the strong side.

Although the exact position of the close back must be established on the practice field, we can assume that he'll be slightly deeper than the man under center and split approximately five feet from him. In **Diags. 5-8** his feet are shoulder-width apart with approximate left heel and right toe stagger, and his right hand on the ground. His hips, shoulders, and head are on the same plane.

The deep back is located about four yards behind the line, split about two yards from the side-saddle back. As in the Sliding T, the exact position of the deep back is determined by his speed and the defensive alignment. His stance is identical to that of the halfback in the Sliding T.

Since the wingback isn't an integral part of the backfield patterns, he may vary his position to complicate further



**Diags. 5-8, Passing Potential**

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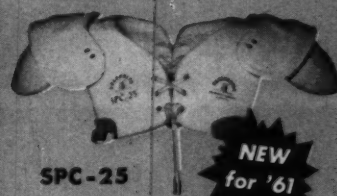
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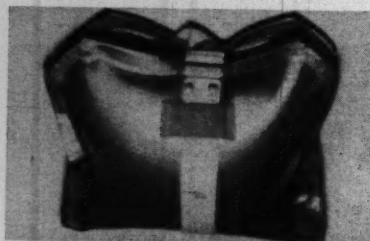
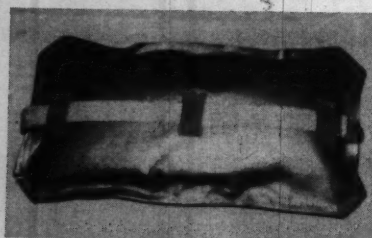


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the defensive problem. He may be set as a flanker or wingback on either side, in a strong-side deep wing position, or behind the offensive center in the slot normally occupied by the fullback.

Bifocal patterns may be defined as those developing after the initial steps of the backs forming the bifocal combination bring these backs facing one another in position for ball exchange. In all patterns, the close back executes a pivot and crossover, while the man under steps forward and along the line of scrimmage in the manner of a Sliding T quarterback. At the completion of the first step, the close back is slightly deeper than the man under.

For the linemen, splitting techniques are identical to those of the Sliding T. Although the theory of splitting is the same for both the strong and the weak side, the splits taken by the weak-side linemen may be quite larger than those taken by their strong-side mates. Since there's no back in position to receive a handoff on the weak side of the bifocal formation, line splits on that side aren't critical.

Also, the weak-side lineman adjacent to the center isn't required to pull or trap to the strong side and may split wide from his center. Weak-side linemen thus have more freedom to experiment with their splits than do the strong-side men.

The bifocal signal system, in which the pattern numbers, hole numbers, and backfield numbers are interrelated, enables the backs actually to picture their assignments. In this system, pattern numbers are truly characteristic of their respective backfield movements, whereas the usual series-numbered signal systems require the backs to associate their movements with the arbitrary series numbering.

The bifocal attack provides new opportunities for the more effective use of team personnel. The relative position and movement of the backs comprising the bifocal combination are so designed as to take maximum advantage of any talent possessed by either back.

Even though the system is closely identified with the Sliding T, many plays may be executed without the services of a true Sliding T quarterback. The strategic location of the close back enables him to put one or more talents into use in such a manner as to render the offense highly versatile and efficient. He may be a quarterback, halfback, or fullback.

Bifocal ends function primarily as downfield blockers and receivers, while the interior lineman is concerned mainly with squaring off against the opposing lineman or line-backer in his vicinity. Linemen who aren't adept at pulling out or blocking downfield and smaller ends possessing excellent endurance and speed, may be inserted into the lineup to ease the problem of developing reserve strength.

The coach's job is made easier, since the number of techniques that must be mastered by the individual players is reduced to a minimum.

Exceptional talent isn't required at any line or backfield position. If such ability exists, it should supercharge the already potent attack.

## Fitness Program

(Continued from page 62)

activity units in flag football, basketball, volleyball, softball, speedball, soccer, push ball and track and field, comprise the "play" phase of the program.

To understand the general program concept, one must first understand the color system and its implications to motivation. The criteria which determine color group assignment in this program involve execution and performance in the various physical fitness test batteries. Each color group has a separate Fitness Test Battery.

The three ability groupings or levels of achievement are designated as "Beginners," "Intermediates," and "Advanced." Each group is identified by colored gym trunks. Boys assigned to the "Beginners" wear white trunks and are known as "Whites." For a boy to move up from "Whites" to "Reds," he must attain "ceiling" performance in all the fitness tests of the White Battery (#1). See page 64.

Boys assigned to the "Intermediate" group wear red trunks and are known as "Reds." The same principle applies insofar as moving from "Reds" to "Blues." These boys, however, are concerned with the Red Battery (#2). See page 64.

Boys assigned to the "Advanced" group wear blue trunks and are known as "Blues." Boys attaining "honorary status" are a part of the Blue Group and wear either satin "Purple" or "Gold" trunks, depending on their level of achievement. Those boys achieving either "Purple" or "Gold" status represent the highest attainment possible in the physical fitness category, and are more accurately identified as the "Physically Gifted" students.

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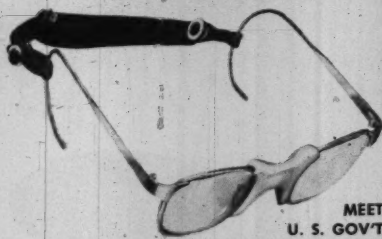
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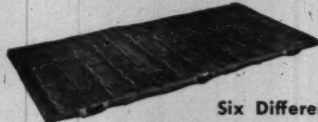
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The color system represents an important educational principle—recognition of achievement correlated with the "group status" factor, the combination of which becomes a powerful and highly desirable motivating instrument.

The student's grade in school, other than incoming Freshmen at the start of the fall semester, has no bearing on his color group assignment. His assignment is contingent only on fitness test performance. Fitness tests are administered in the fall and spring during a nine-week period at specific scheduled times.

Classes are organized on an odd squad basis and are involved in one or more of several sports activity units. A round-robin schedule is executed and "odd" squad is tested in one or more tests of the battery identified with that particular color group.

During the nine-week testing period in the fall, "Whites" are administered Fitness Test Battery #1, "Reds" are administered Fitness Battery #2, and "Blues" are administered Fitness Test Battery #3. At the end of the fall semester those in the "White" group who hit ceiling performance in every test and gain a semester grade of "C" or above, are assigned to the "Red" or Intermediate group. Those in the "Red" group who hit ceiling performances in every "Red" test and gain a semester grade of "C" or above, are assigned to the "Blue" group. Assignment at these levels takes place at the end of the fall semester, although students may wear the color of their earned status immediately upon qualification.

Those in the "Blue" group who achieve median performance standards in the "Blue" Fitness Test Battery are known as "Purples" and wear purple satin trunks. Those who achieve ceiling performance are known as "Golds" and wear gold satin trunks. Both Purples and Golds have honorary status in the program and are accorded certain privileges over and above the rest of the students. It's important to note that the student who achieves Purple or Gold status acquires as much stature and status as any varsity athlete. While many Purples and Golds are athletes, a large number of them have never participated in an extra-curricular sports activity.

Another important phase of the color system is the provision of "minimum standards of performance" at the "Intermediate" and "Ad-



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vanced" levels. This provision involves what we refer to as a "negative" factor of motivation. At the "intermediate" and "advanced" levels, the student who fails to achieve "cellar" or the "minimum" standard of performance in any given fitness test of the test battery which governs his color group, is subject to reassignment to the next lowest color group at the end of the semester. To retain his status, he must meet the minimum performance standard in every test.

His grade in physical education isn't affected to any great extent by this drop in status. Factors which affect the grade in physical education involves other contingencies. This provision encourages all students to maintain a minimum standard of performance and serves as an important instrument in motivating the average boy. Minimum standards of performance in the Red and Blue groups were raised in 1960 due to the fact that so few students performed at that level. Of 387 boys in the Blue program, only four settled for a minimum performance in two or more tests. This speaks well for the method and techniques of motivation.

It should be noted that all units of instruction, both of the "specialized" and sports activity type, are established and administered on a "Beginners," "Intermediate" and "Advanced" level. For example, all students take wrestling: the White group takes beginners wrestling, the Red group intermediate wrestling, and the Blue group advanced wrestling.

The same principle applies to each unit of instruction. Degree of difficulty and complexity increases with each step up the color scale. Purples and Golds participate as part of the advanced group in all units of instruction.

While Fitness Test performance doesn't appreciably affect the earned grade in physical education, the earned grade can affect subsequent color group assignment. A semester grade of "D," regardless of Fitness Test performance, can prevent a student from moving to the next highest color group if his instructor wishes to exercise the provision of recommenda-

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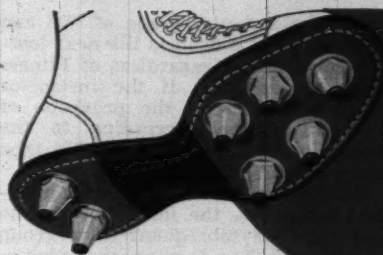
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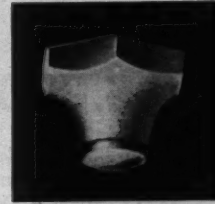
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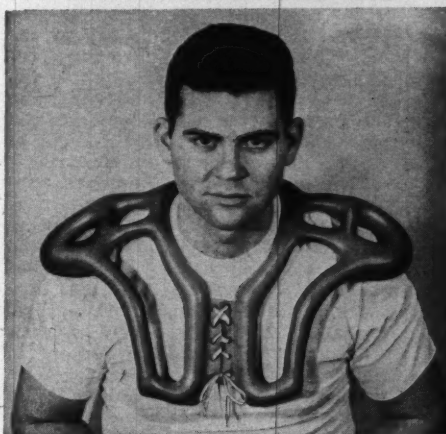


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tion. The semester grade of "D" can also result in a drop to the next lowest color group, regardless of Fitness Test performance, if the instructor wishes to exercise the provision of recommendation. According to the record, only three cases of this type have occurred in four years.

In the case of an "F" grade in physical education, the instructor has no control over subsequent color group assignment. The Department rules in this case. Automatic assignment to the next lowest color group is made at the moment the "F" grade is indicated. This has occurred six times in the last four years.

Department provisions of this type serve as valuable instruments in the execution of any program, but the important point here is that failure to perform, which is directly correlated with "attitude," can be translated not only in terms of a grade but also in meaningful action. It should be noted here that 93% of the White group will attain Red status at the end of the spring semester. Of the remaining 7%, virtually all, with the exception of one or two students, will achieve Reds by the end of following fall semester.

Remember, grade in school has no bearing on color group assignment. It's possible for a freshman of outstanding ability to achieve Purple or Gold by the end of the spring semester of his first year in school. Such a student will return in the fall as a sophomore as a "Gold" and as a member of the Blue Group (advanced). This case truly represents provision for the "Gifted" student in physical education. This student would, in the average program, rank at the top in his freshman class when in reality he should, by virtue of his demonstrated performance potential, be ranked at the top in total school population.

Translating a given student's performance into meaningful terms, insofar as his rank within the total group, is an important educational principle which, in this program, not only has practical application but has far-reaching implications for general education. Identification by color is nothing more than a technique of ranking students in accordance with their demonstrated abilities. It's a straightforward, positive, objective approach to a more efficient and effective administration of physical education.

The emphasis on varied activities of a more vigorous nature—all pointed toward the development of a higher type of physiological end result—forms the basis of a sound productive physical education program. The testing program enhances this factor, since it aids in stimulating the development of all students, rather than the select few. All "Blues," for example, demonstrate proficiencies far beyond those of the "average" American youth. It's from this point on that the more advanced forms of a particular activity may be employed and developed.

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the White Group. Since these students cannot execute the more advanced forms of a particular unit of instruction, due to verified deficiencies in one or more of the areas of strength, endurance, power, flexibility, agility or balance, the White program is developed around fundamental skills of an elementary nature aimed at strengthening, to the point of elimination, the deficiencies.

The White Group is created immediately following the fall semester by virtue of the testing program. At this time those "Whites" who've failed to move up to the Red Group and those "Reds" who, by virtue of their fitness test deficiencies, move down to the White Group, represent individuals with low motor ability.

These deficiencies invariably fall into three major categories: *strength, endurance and agility*. The emphasis at this time (12 weeks) involves intense training in specific activities which strengthen and correct these deficiencies. These include (a) daily exposure to outdoor apparatus equipment, agility course work, and modified cross-country training, (b) added emphasis on "attitude training," and (c) specialized units of instruction in tumbling, apparatus work, trampoline, wrestling, and swimming.

## "Operation South," Baseball Life-Saver

By **BEN BEDINI**

Athletic Director, Rye (N.Y.) H.S.

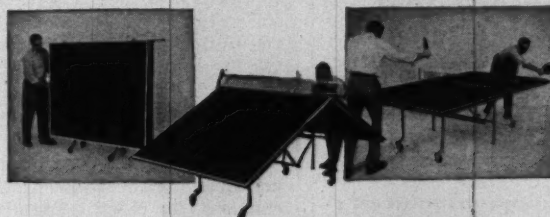
IF ANYONE had told me a year ago that the 1961 Rye High School baseball team would successfully complete a 10-day trip to North Carolina, I'd have certainly called him an idealist or a fool. The venture I had considered a near-impossibility did become an actuality, however, and as a result 14 boys enjoyed an educational and entertaining experience unlike anything most of them had ever known.

Necessity was the "mother" of Operation South. Upon seeing only 10 boys turn out for baseball in the spring of 1960, I realized that something drastic had to be done to keep the national pastime alive at Rye High.

Someone laughingly suggested that what we needed was a spring training camp. That idea, made in jest, furnished the spark that ignited our campaign to resuscitate baseball. Why couldn't we have a modified "spring training?" Why couldn't we use our Easter holidays to take the boys south for a few pre-season games?

I mulled these thoughts over until just before Christmas. Then I decided to put out a few "feelers."

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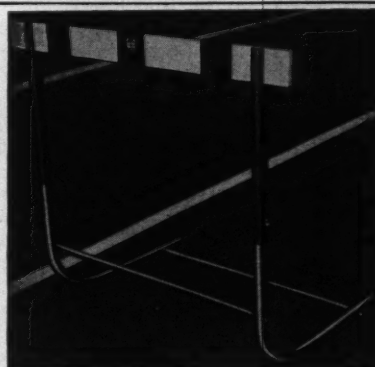
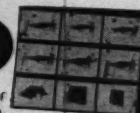


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The players' parents seemed to be all in favor of such a trip; they thought it would be educationally valuable. Need I say anything about the reactions of the players? To say there was enthusiasm is a gross understatement.

At this point I went to work on the official angles. The Rye Board of Education sanctioned the trip with the understanding that it would cost the taxpayers absolutely nothing. The N. Y. State Public H. S. Athletic Assn. also approved of such an experience for the boys.

During Christmas I made my first contacts with some high school coaches in North Carolina. After much thought, I had chosen central North Carolina as a possible destination because of several reasons: It was within a day's driving time of Rye; it was an area filled with opportunities for educational tours (colleges, industry, and state government); and it had several good high school baseball teams within a 20-mile area. I found the coaches there quite receptive to the idea of playing us; and so the major task began—financing the trip.

### DADS PICK UP THE TAB

The fathers of the players called a meeting, and I apprised them of my work up to that point. They were extremely excited about the possibilities and immediately offered to pay all expenses of the trip. A Baseball Boosters Club was formed to work out the details. Our financial problems were greatly eased when, through the efforts of John Motley Morehead, a Rye resident, we learned that the team could be quartered at the Kenan Field House as guests of the University of North Carolina!

Thus, the final decision was that each father would donate \$100 to a mutual fund to cover food, travel expenses, and incidentals. (Actual figures later showed that actual expenses amounted to approximately \$65 per boy.) In addition, each boy was given \$15-\$25 for personal spending money.

The next major problem was transportation. One of the fathers donated a station wagon, and another was donated by Fairchester Motors of Rye. So that problem was quickly solved! We were finally ready to leave for the sunny South.

Eventually, spring holidays arrived, and we were soon in Chapel Hill, N. C. For 10 days from that point, our boys barely stopped long enough to sleep at night. They seemed to have an insatiable curiosity about the people, and sights

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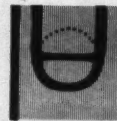
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they were seeing. With a game or practice every day but Easter Sunday, they had a real tight schedule. But no amount of physical activity seemed to result in fatigue. They truly wanted to go everywhere and see everything.

We visited Duke University, North Carolina State College, and the University of North Carolina. (By the way, several of the boys were so impressed with Duke that they even requested information about admission!)

We toured the Liggett and Myers Tobacco Company and the Physical Therapy Department of the University Memorial Hospital. The boys had a chance to meet and talk with numerous members of other touring teams who stayed at Kenan Field House while we were there. By actually living on campus, they received a real taste of college life.

As for baseball, we won two games and lost three. We played Raleigh High School, Southern High School of Durham, and Chapel Hill High School. With a variety of opponents came a variety of opportunities for our boys to observe and learn much about human nature. Perhaps the biggest thrill for our boys came from the chance to play one game under lights, an experience none had previously had.

Even though the trip is now a thing of the past and regular season play has begun, I can somehow sense in these boys an underlying feeling which I cannot quite name. Perhaps it is camaraderie, determination, gratitude for their opportunity, or merely unrestrained team spirit.

Whatever the name, that something is there, and I know deep down that our trip was far more successful than any outsider could ever realize.

## Beware the Duck Waddle!

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Catalog
- 72 REILLY, B. G. (80)**  
Information on Trackmaster Measuring Tapes
- 73 RIDDELL, JOHN T. (Inside Front Cover)**  
Information on Quality Line of Football, Baseball, Track and Basketball Equipment
- 74 ROBBINS FLOORING (95)**  
Literature on:  
(a) PermaCushion Resilient Floor System  
(b) Ironbound Continuous Strip Hard Maple Floor
- 75 ROBERTS DENTAL (31)**  
Information on Shield Custom-Fit Mouth Guard
- 76 RONALD PRESS (74)**  
List of Sports Books
- 77 RONAN & KUNZL (73)**  
Information on Herculite Tempered Glass Backboards
- 78 SANI-MIST (28)**  
(a) Sample of Sani-Mist Athlete's Foot Solution  
(b) Details on Rent-Free-Lease Spray Dispenser
- 79 SAUNDERS, W. B. (85)**  
List of Sports Books
- 80 SCOTCH FAIRWAYS (102)**  
Information on Indicator Practice Golf Net
- 81 SERON MFG. (86)**  
Information on Basketball Eyeglass Holder, Whistle Lanyard, and Whistle Cover
- 82 SHUR-FIT (50)**  
Literature on Mouth Protector
- 83 SICO MFG. (101)**  
Booklet on Folding Table Tennis Tables
- 84 SNOW-PROOF (93)**  
Information on Leather Softener and Preserver
- 85 SOUND-VISION PROD. (98)**  
Information on Football Film Sound Strips
- 86 SPALDING & BROS. (72)**  
Catalog
- 87 SPORTS BECONTA (84)**  
Catalog on Track and Field Equipment
- 88 SPOT-BILT (15)**  
Catalogs on  
(a) Football and Soccer Shoes  
(b) Baseball and Track Shoes

CIRCLE CORRESPONDING KEY NUMBERS O

- 89 STROBRIDGE, E. G. (102)**  
Brochure on Ideal Basketball Record Book
- 90 SUPERIOR BULK FILM (99)**  
Information on Same-Day Film Processing
- 91 SWEET, H. C. (94)**  
Information on Multi-Purpose Line Marker
- 92 TURFTEX (81)**  
Information on Grastex All-Weather Running Tracks, Runways, and Jump Areas
- 93 UniMac (2)**  
Information on School Laundry Equipment
- U. S. RUBBER CO., KEDS (53, 100, 103)**
- 94 UNIVERSAL BLEACHER (49)**  
(a) Catalog on Portable Steel Bleachers  
(b) Catalog on Portable Wood Bleachers
- 95 UNIVERSITY ATH. EQUIP. (78)**  
Literature on Ground Plugs for Athletic Fields
- 96 VIBRA-WHIRL (92)**  
Brochure on Whirlpool Baths and Blocking Sleds
- 97 WESTERN CINE (68)**  
Information on Low-Cost Film and Rapid Film Processing
- 98 WHIRL-A-BATH (93)**  
(a) 10-day Free Trial of Non-Electric Whirlpool Bath Unit  
(b) Literature on Non-Electric Whirlpool Bath Unit
- 99 WIDE-LITE (59)**  
Literature on Sports Lighting
- 100 WIGWAM MILLS (97)**  
Information on Elasticized Athletic Socks
- 101 WILSON (24-25)**  
Catalog
- 102 WILTON (82)**  
Complete Athletic Clothing Catalog  
(See ad for free sample)

## NEW EQUIPMENT ITEMS

Following are the new equipment items illustrated and described on page 30. For further information on any of these items, circle the respective key numbers on the business reply card below.

- 1 CUSTOM-FIT MOUTH GUARD
- 2 SKIN-TOUGHENING SOLUTION
- 3 VINYL GOAL NET
- 4 HEAVY-DUTY BACKSTOP
- 5 16-MM PROJECTOR
- 6 GRAVITY-FEED FLORLINE MARKING MACHINE
- 7 ALUMINUM COOLER AND STOVE
- 8 NO-SHAG PASS RECEIVING NET

Please ask manufacturers indicated by circled numbers below to send free offers. Advertisers, offers, and page on which they may be found appear in the Master Coupon.

### FREE LITERATURE

1	2	3	4	5(a)	5(b)	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21		
22	23	24	25	26	27	28(a)	28(b)	28(c)			
29	30	31	32	33	34	35	36	37	38		
39	40	41(a)	41(b)	42	43	44	45	46			
47	48	49	50	51	52	53	54	55(a)	55(b)		
55(c)	56	57	58	59	60(a)	60(b)	61	62			
63	64	65	66	67(a)	67(b)	68	69	70(a)			
70(b)	71	72	73	74(a)	74(b)	75	76	77			
78(a)	78(b)	79	80	81	82	83	84	85			
86	87	88(a)	88(b)	89	90	91	92	93			
94(a)	94(b)	95	96	97	98(a)	98(b)	99				
100	101	102									

### NEW EQUIPMENT INFORMATION

1 2 3 4 5 6 7 8

Name \_\_\_\_\_

Position \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

(No coupon honored unless position is stated)

September 1961

RS ON FACING CARD



# Raleigh

## SUSPENSION HELMETS SAVE YOU ALMOST HALF THE PRICE!

Shell Shape scientifically designed to give maximum protection by deflecting blows. Cycolac shell is the best helmet material regardless of cost...yet it is feather-light to reduce player fatigue. Shell has just the right amount of flex and rigidity to absorb and dissipate shock without inflicting too much or cracking. Cycolac is stronger pound for pound than steel!

Center Ridge gives helmet exceptional rigidity.

Leather binding front and back protects bridge of nose and nape of neck.

Thickness of Shell varies to conform with strength requirements, keeping weight down. Extra thickness at points where face guard and chin strap are attached prevents cracking at these points of high stress concentration.

Hardware is high strength steel, brightly plated for good appearance and corrosion resistance.

Chinstrap #PH is one-piece Nylon web fabric for maximum strength and non-stretch quality...between two pieces of white vinyl plastic that is easy to clean, light in weight and non-absorbent. The one-piece cushion-foam padded chin cup absorbs shock. Straps are lock-stitched for strength. The complete unit is all-electronically welded and sealed. Attached by non-slip adjustable buckles.



**CHECK Raleigh**  
superiority feature  
for feature...and  
buy this helmet at up  
to 47% less cost!

**\$12.95**

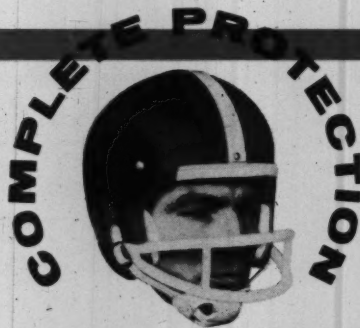
As shown:

Complete with school color,  
stripe, attached face mask,  
chin strap.

Scientific Suspension system yields higher degree of shock protection than any other design. Makes possible a lighter helmet with built-in ventilation for greatest comfort. Suspension is made of pre-stretched, high tensile material, stitched with non-rot synthetic thread. Soft top-grain leather sweatband. Crown webbing is adjustable for individual fit.

Jaw Pads and 2-part crown piece snap out for washing...made of Stop-Shoc for the highest degree of shock absorption per inch of thickness. Will not absorb moisture. Has leather-like feel.

High-impact Polyethylene is proved toughest guard material. Will not crack even under extreme cold conditions. Deflects under impact, absorbing shock. Twin vertical strut design does not obstruct vision.



No matter how much you are willing to pay... there isn't a helmet available that offers better protection!

The RALEIGH Suspension System is *proved superior* to conventional padding. The RALEIGH shell of Cycolac is the engineering material chosen through exhaustive tests of every material available... superior by far yet lighter in weight. Shell shape is a modern design which has been developed in the industry after years of design experience... to offer optimum protection by deflecting blows from every angle. The right materials and the right design coupled with highest quality workmanship is the RALEIGH formula for head protection at its very finest. We invite you to *compare* the RALEIGH Helmet Suspension with others costing twice as much! Feature for feature you'll find that there is none better at any price.



**NO BETTER HEAD PROTECTION  
at any price!**

FOR COMPLETE INFORMATION ASK FOR NEW DESCRIPTIVE BULLETIN!

**RALEIGH ATHLETIC EQUIPMENT CORPORATION**

NEW ROCHELLE, NEW YORK - NE 8-7698

